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ABSTRACT

This document outlines the efforts by the Illinois Community College System to provide evidence that each institution is pursuing the goals set forth in the "Illinois Commitment" in ways that fit the particular needs of the district's diverse citizens. The 2003 Results Report also offers evidence of the ways in which the colleges are addressing the "Promise For Illinois," the Strategic Plan developed by and for the community college system in Illinois. This report consists of two parts. Part one of the report provides information on each of the six statewide goals identified in the Illinois Commitment that identifies common and individual college initiatives and actions and state-level initiatives that support that goal. It also provides a status report on statewide community college efforts. Part two of the Results Report provides data that support community college performance with regard to the common institutional and mission-specific performance indicators that have been developed for each of the six statewide goals. Exemplary practices that colleges identified in their individual reports are highlighted throughout the report. Contains 22 references and a table describing the activities and processes for establishing common measure goals. (JS)

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Illinois Community College System Results Report, Fiscal Year 2003

Part I: College and State-Level Actions in Support of Statewide Goals [and] Part II: Report on Performance Indicators for Higher Education

Illinois Community College Board

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Illinois Community College System

RESULTS REPORT

Fiscal Year 2003

Part I

College and State-Level Actions In Support of Statewide Goals

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ILLINOIS COMMUNITY COLLEGE SYSTEM
RESULTS REPORT
Fiscal Year 2003

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ILLINOIS COMMUNITY COLLEGE SYSTEM
RESULTS REPORT PART I
Fiscal Year 2003

Introduction

In Illinois, 39 public community college districts and one multi-community college center serve nearly one million students each year. The array of programs and services that a community college offers is largely shaped by the demographics and needs of the district it serves. In a state as large and diverse as Illinois, the community-based structure of the colleges translates into a rich mix of institutions that mirrors that diversity. Beginning in fiscal year 1999, college Results Reports have provided evidence that each institution is pursuing the statewide goals set forth in the *Illinois Commitment* in ways that fit the particular needs of the district's citizens.

The Results Reports also provide evidence of the ways in which the colleges are addressing the *Promise for Illinois*, the Strategic Plan developed by and for the community college system in Illinois. Through seven pledges that are neither prescriptions nor mandates, the *Promise* offers a vision of how the colleges will serve Illinois. The pledges are as follows:

- Address workforce development needs with flexible, responsive, and progressive programs.
- Offer rigorous courses and programs designed for college and university transfer.
- Expand adult education and literacy programs necessary for individuals and families to have high-quality work and life in Illinois.
- Equip Illinois residents with the technology skills they need to be successful in the 21st century.
- Emphasize high quality in all programs, services, and operations.
- Deliver affordable learning opportunities to the doorstep of Illinois residents.
- Model and promote leadership and ethical decision making.

Through the Results Reports for fiscal year 2003, the colleges demonstrate both individual and collective accountability for progress toward the statewide goals for higher education in Illinois. The college Results Reports are summarized in the following Results Report for the Illinois Community College System. Part A provides information for each of the six statewide goals identified in the *Illinois Commitment* that identifies common and individual college initiatives and actions and state-level initiatives that support the goal. Many of the state-level initiatives support multiple goals. To reduce repetition, each initiative is included under the goal to which it is most directly related. Part B provides a status report on community college assessment efforts. Under separate cover, Part II "*Report on the Fiscal Year 2003 Performance Indicators for Higher Education*" provides data that support community college performance with regard to the common institutional and mission-specific performance indicators that have been developed for each of the six statewide goals. Exemplary practices that colleges identified through their individual reports are highlighted in both Part I and Part II.

PART A: COLLEGE AND STATE-LEVEL ACTIONS IN SUPPORT OF STATEWIDE GOALS

Goal 1 – Economic Growth

Higher education will help Illinois business and industry sustain strong economic growth.

The widespread use of technology and global competition suggests that the economy of the 21st century will create new challenges for employers and workers. Foremost of these challenges appears to be the education and training of a competent, globally competitive workforce. According to 2000 Census figures, the new workforce will be more diverse than ever before and will create a new dynamic in the workplace. The way that community colleges take advantage of this opportunity may determine the future direction of this state.

Colleges meet the needs of business and industry through on-site training, job skills credit or non-credit courses, entrepreneurial assistance, small business development, international trade, and government contract assistance; assisting local economic development entities with ongoing efforts to recruit new businesses or assisting in the retention of existing businesses; providing a presence in Illinois Employment and Training Centers (IETC); serving on economic development boards, chamber of commerce boards, and workforce investment boards; offering a variety of career and technical programs and courses developed to target the emerging transitional and current workforce; providing a variety of workshops and seminars to meet continuing professional education needs; supporting welfare-to-work efforts; providing adult programming in basic skills, GED, and ESL; and delivering services to dislocated workers needing to reskill in order to become employable again.

College Initiatives

Adult Education and Family Literacy Programs.
Adult Education Providers within community colleges assist in helping Illinois to sustain economic growth by working with the Business and Industry Department to provide Adult Basic Education (ABE), Adult Secondary Education (ASE)/GED, English as a Second Language (ESL), and Vocational and Job Skills assistance to many workers. Following are examples of how Adult Education Programs interact with employers to prepare individuals for success in the workplace.

- At **John Wood Community College**, the Adult Education Program through the Office of Community Services offers job-coping skills for adult students.
- The Adult Education Department at **Southwestern Illinois College** collaborates with area employers to provide training for entry level employees. The Adult Education program will build on its success in providing vocational skill programs by expanding the course offerings to meet demand.
- At **Highland Community College**, the Adult Education Department participates on the Local Workforce Investment Board and One-Stop Partner meetings. The Adult Education program offered classes in General Education Development (GED) preparation and English-as-a Second Language (ESL)to enhance the basic skill level of workers at area businesses.
- **Parkland College**, The Adult Education program has assumed responsibility for the Champaign Consortiums's Job Skills class. The Adult Education Instructor follows the

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Parkland's Job Skills Curriculum and is paid with Adult Education funds. Job seekers are enrolled in intensive services for WIA and enrolled as Adult Education students for Parkland.

Career and Technical Education Certificate and Degree Programs.
Each year, over one-third of community college credit enrollments are in traditional baccalaureate/ transfer courses. In addition, Illinois community colleges offer career and technical education in more than 200 occupational specialties for employment training, retraining, upgrading, and professional development. In fiscal year 2002, 25,366 career and technical certificates and degrees were awarded, showing an increase of 3 percent over fiscal year 2001.

Community colleges continue to help build a competent and globally competitive workforce by increasing the number of partnerships with business and industry and labor organizations; integrating advisory committees of employers and practitioners into program planning, review, and development; administering WorkKeys to determine the skills necessary for specific jobs; developing and implementing new programs in response to employer needs; determining employer satisfaction with recent graduates' competencies and college program satisfaction; innovating new instructional delivery methods; and incorporating workplace and employment skills into curricula.

The goal of student academic and skill attainment is a central part of career programs. Advisory committees meet with each respective career program to ascertain the current workplace skills needed with respect to new hires. This dialogue and interaction allows the career program to revise and adapt curriculum content keeping abreast of current industry standards. Purchase of new technological equipment, computer as well as career specific technology, has allowed students opportunities to work with state-of-the-art equipment. This contextual-based learning has given graduates advantages when applying for jobs in the workplace. At **Morton College** examples of the integration of Advisory Committee feedback and general trend assessment led to restructuring the Computer Information System (CIS) Program. The CIS program now offers core courses and has expanded the three career tracks to four: programming, networking, PC repair, and new certificates in web design and E-commerce.

The need for short-term programming has been expressed by business and industry and community college employment and training partners. As a result, several short-term certificates that can be completed in one year or less were implemented. They included: Local Area Network Technician, Web Development, CISCO Specialist, Computer Troubleshooting, Emergency Medical Technician, Polysomnography (Sleep Clinic Technology), Psychiatric Rehabilitation, Medical Office Assistant, Aircraft Inspection, and Meeting Planning.

Career and technical certificate and degree programs provide students skills necessary to be successful in the workplace. Offerings include Small Business Management, CD Rom Authoring, Structural Repair Technician, Refinish Technician, Automotive Damage Estimator, Electrical Construction Journeyman, Medium and Heavy Truck Diesel Mechanic, Mortuary Science, Pharmacy Technology, Radiography, Renal/Nephrology, Respiratory Care, and Surgical Technician. Industry certification programs included NATEF Certified Diesel Program, CISCO Certified Network Technician Program, Real Estate, Emergency Rescue Technician, and Food Service/Sanitation.

Following are several specific examples of program initiatives individual colleges have undertaken or are planning to address the workforce preparation needs of their respective districts:

- **Heartland Community College** entered into an agreement with State Farm Insurance Electronics Support Unit (ESU) to provide training for employees. These ESU personnel will complete the two-year AAS Electronics Technology degree. These personnel have been reassigned from other areas of the company and are full-time employees at State Farm while attending Heartland on a full-time basis as part of their job. At the end of the program the students/employees will receive an AAS Electronics Degree, the Computer Maintenance Technician Certificate and are eligible to sit for several professional certification exams such as the A+ and Network+.
- **Elgin Community College** implemented new degree and certificate options in Entrepreneurial Studies targeted to small business and expanded its Small Business Development operations to two more communities, bringing total sites to four.
- **Wilbur Wright College** was awarded a grant from the Illinois Technology Community Fund to support delivery of a network cable and fiber optics program.
- **Southeastern Illinois College** maintained articulation agreements through Education-to-Careers grants in the areas of Child Care and Guidance, Nursing, Business, Welding, and Diesel Technology.
- **Richland Community College** offers curricula in both Fire Science and Criminal Justice, thereby helping local firefighters and law enforcement officers to continue there education for occupational certificates and degrees.
- Every AAS degree at **Sauk Valley Community College** has a work-based learning component that links the college, students, and business together. These students are often hired as a result of the learning experience.

Partnerships.

Illinois community colleges regularly develop partnerships with business and industry, other colleges and universities, secondary schools, local organizations, and federal and state agencies to address workforce development needs. Partnerships occur for many and varied reasons. It might be two or more colleges partnering to maximize resources. Colleges collaborate with state and local organizations in order to provide a more coordinated and unified workforce development system. The following are several specific examples of program initiatives colleges have undertaken that illustrate partnerships.

- **Shawnee Community College** Office of Economic and Small Business Development is a vital member of the five-county economic development partnership. This office has provided assistance over the years to many significant projects, which provide direct benefits to the Shawnee Community College district.
- A consortium was formed by **Kankakee Community College** and neighboring rehabilitation agencies for the purpose of consolidating Direct Service Provider (DSP) training. This initiative has eliminated the duplication of DSP training throughout the Kankakee area saving each agency valuable staff time. With this new opportunity for higher education, the Consortium at KCC intends to offer high quality instruction to all staff members and subsequently, improved services for all adults with developmental disabilities throughout the area.
- **Illinois Valley Community College** maintained its partnership with the Illinois Manufacturing Extension Center housing two of their project managers on campus. This program assists local manufacturers with process improvement projects to maintain their productivity and their ability to compete in the global market. With this partnership, IVCC

was able to significantly impact the viability of several industries in the area, ensuring the retention of key jobs and the market certification needed by these companies to retain their current customer base.

- **Kennedy-King College** partnered with the national Minority Franchising Initiative to host a training session entitled, "Be the Boss, Buy a Franchise." This seminar provided much needed education and training to encourage franchise ownership opportunities to 75 potential minority entrepreneurs or aspiring franchisees.
- **Moraine Valley Community College** has developed numerous career-based partnerships with local, regional and national business organizations including: Autodesk, to provide credit and noncredit programs for computer-assisted drafting careers; Sun Microsystems to provide a regional Sun Education Center that offers Unix-based certifications; Cisco to provide credit and noncredit programs for CCNA and CCNP certifications; Discrete to provide credit and noncredit programs in computer animation; Microsoft to provide credit and noncredit programs for various Microsoft software product certifications; Lansa to provide credit certification in E-commerce; CEDA to extend the Certified Nursing Assistant program at the CEDA Robbins facility; and St. Francis Hospital to provide onsite Certified Nursing Assistant and RN Refresher courses. Partnerships are in place with Cisco and Checkpoint to deliver credit and noncredit programs in systems security and data assurance.
- **Rend Lake College** partnered with local, regional and state business and economic development agencies to offer a wide variety of workshops, seminars and events. Examples include a partnership with the IRS, The Compliance Alliance Project, and the Illinois Department of Commerce and Economic Opportunity to offer a tax seminar to small business owners and operators. The college also partnered with The National Association of Appraisal Professionals to co-sponsor workshops to assist appraisers in meeting requirements for re-certification.
- **McHenry County College** was one of the first community colleges to partner with Development Dimensions International, which helps companies with employee development of workplace knowledge and skills. Over 320 employees from area organizations were served by this partnership during fiscal year 2003.
- **Prairie State College** has developed the Chicago Manufacturing Campus Training Network to provide all the training needs of Ford Motor Company supplier companies located on the manufacturing campus. This is a collaborative effort among Prairie State College, South Suburban College, the City Colleges of Chicago, the President's Office of Employment and Training, and the Mayor's Office of Workforce Development with the suppliers on the Chicago Manufacturing Campus.
- **Triton College** partnered with General Motors, Fox Valley Technical College of Wisconsin and Macomb Community College in Michigan, and four European partners in the "Transatlantic Automotive Technology Educational Collaboration." This international program will allow students and faculty from the three community colleges to learn and teach in a collaborative setting with students and faculty in Europe. Besides the international student exchanges that are included in the program, web-based learning units are incorporated into the curriculum and will provide a "virtual exchange" via the synchronized instruction of selected units.

Services to Business/Industry.

Illinois community colleges help regional business and industry through developing curricula that address their needs, assuring a steady workforce, and by developing partnerships to enhance and

assure continued economic growth. Business and Industry Centers located at every Illinois community college provide a comprehensive range of services based on local needs that include customized job training and testing/assessment, entrepreneurship seminars and workshops, employment training, job search services, adaptation of instructional delivery, government contract procurement assistance, and individualized counseling and management assistance. These centers also work cooperatively with the Illinois Manufacturers' Association, the Illinois State Chamber of Commerce, and the state's manufacturing extension initiative, in partnership with the Chicago Manufacturing Center and the Illinois Manufacturing Extension Center. In fiscal year 2003, community colleges provided 8,406 customized training courses to 2,272 companies (duplicated count) and served 89,439 employees (duplicated headcount). Through the Illinois Community College Board's Current Workforce Training Grant, the state of Illinois invested $4.2 million in community colleges to help business and industry to achieve a more productive workforce. From that investment, client companies have reported a total of $79 million in first year values saved resulting from the assistance of Illinois community colleges. Community colleges spent an average of $3,535 of grant funds per company/per district and an average of $88.56 per employee/per district. Following are specific examples of how community colleges meet the needs of their local businesses:

- **Lincoln Land Community College** restructured its human and fiscal resources to allow employers to address their comprehensive workforce training needs with a single point of contact thus providing greater convenience and efficiency to both the employer and individual students. By locating the Business Training Institute within the Capital City Center, the college is able to continue to offer high quality training to employees of the State of Illinois while also offering a well-situated and state-of-the-art training facility to the business community.
- **Lake Land College** became the first college in the nation to provide Process Picture Mapping services for capturing and transferring "best known way" in work methods. This work standardization initiative is critical to all process improvement, quality, and safety initiatives.
- **Illinois Central College** served a need in their business community by providing training for the front-line employee. The series, The Empowered Employee, offers a variety of workshop modules in the areas of communication, partnering with a mentor, critical thinking, professional image and continuous improvement.
- **Illinois Eastern Community Colleges** used state workforce grant funds to provide training in Lean Manufacturing for FairRite employees. The training enabled the company to continue operation and maintain its workforce. Had it not been for the training, the company was in jeopardy of closing.
- **William Rainey Harper College** offered a free Small Business Counseling service for existing small business owners with unique concerns about their business. A highly qualified counselor was available for one-on-one appointments to discuss the owner's financial outlook, preparation for a loan application, elements of the owner's business plan, human resource concerns or other topics unique to the owner's business.
- **John A. Logan College** is an ACT WorkKeys System Provider. In consultation with employers, education, and experts in employment and training requirements, ACT has identified key generic employability skills that are critical to effective performance in most jobs. The following critical skills form the basis of the WorkKeys System: Reading for Information, Applied Mathematics, Listening, Writing, Teamwork, Applied Technology,

Locating Information, and Observation. Additional skill scales are developed as needed. During fiscal year 2003, 485 people were given 1,599 exams at five different organizations.

- **College of DuPage** provided training in Conversational Spanish to the Office Depot Business Services Division. These managers travel to Mexico and the intent of the class was to enhance conversation in Spanish when meeting with their counterparts in Mexico.
- Two companies indicated that as a result of the training provided by **Black Hawk College** jobs have been or will be created, and one of those companies indicated that it would be hiring seven additional employees. In addition, 16 companies indicated that full-time jobs would be sustained as a result of the training, and seven of those companies indicated they would sustain a total of 437 full-time workers.
- **Danville Area Community College** continued to promote and enhance the activities of the Assessment Center. This allowed the college to develop effective assessment practices and procedures to ensure the assessment needs of students, community residents and business and industry. Danville utilized the Economic Development Corporation Business Clusters and the Chamber of Commerce Industrial Council to evaluate the community's work skills assessment system.

Continuing Education and Public Service.

Continuing education and public service activities represent an increasingly important facet of the community college mission. All community colleges provide continuing professional education to maintain currency or to meet requirements for continuing professional development in fields such as allied health, real estate, insurance, and education. Illinois community colleges provided 1,990 noncredit public training courses and another 2,585 workshops to 33,652 individuals and served 2,667 organizations. The following are examples of continuing education and public service activities provided by community colleges:

- **Olive-Harvey College** provided continuing education certificates of completion in seven program areas: Nurse Assistant/Aide, Medical Laboratory Technician, Truck Driving, Pharmacy Technician/Assistant, Computer Office Skills, Medical Unit Secretary, and Phlebotomy Technician.
- **Rock Valley College** and Swedish American Health System pooled resources to develop and offer a continuing education course on "Intravenous Therapy for Licensed Practical Nurses" with certification provided upon completion of the course.
- **Kishwaukee College** offered courses for Continuing Professional Development Units (CPDUs) to assist local public school teachers in meeting the new Illinois State Board of Education requirements for continuing education. Most of the state's community colleges are approved providers of professional development courses and activities that teachers may use to meet recertification requirements.
- **Carl Sandburg College** provided continuing education for many occupations including: teachers, real estate professionals, insurance professionals, cosmetologists, nursing home administrators, and health care providers. These classes meet regulatory agency requirements for continuing education credit.
- Noncredit courses offered through the **Oakton Community College** Alliance for LifeLong Learning provided additional opportunities for working adults to learn new skills or to upgrade skills in workplace-related subjects such as computer applications, management, communications, and continuing education for allied health professions. Continuing

education units were awarded to 14,750 people (duplicated headcount) in 400 continuing education for health professionals offerings.

State's Workforce Development System.
Community colleges are very much at the heart of the Illinois workforce development vision. College staff sit on Local Workforce Investment Boards and local Youth Councils, host local Illinois Employment Training Centers (One-Stop Career Centers) or provide staff at IETCs hosted by partnering agencies, offer degree and certificate programs or courses that have been certified by the Local Workforce Investment Board, and, in addition to education and training, provide core and intensive services to clients. Below are examples of activities being conducted within the state's workforce development system:

- **Elgin Community College** staff provides leadership for the local Illinois Employment Training Center through a part-time IETC specialist to work in the Career Resource Center, working with partners to improve services, and submitting a proposal to use Workforce Investment Act Title I dollars to provide on-site soft skills training at the IETC and employer sites.
- **Richard J. Daley College** used industry representatives to assist in the development of the new ten-week curriculum, acquired state of the art training equipment through a federal grant, and partners with the Mayor's Office of Workforce Development (MOWD) to recruit dislocated workers for the program. MOWD also assists with job placement for program completers.
- **Parkland College** continued delivery of intensive vocational skills training programs with a focus on workplace skills and literacy. The Adult and Workforce Education department offered a free computer literacy class in an open lab setting at the One-Stop center. Since July 2002, 402 job seekers enrolled in the lab and gained basic computer skills. In the same way, the Engineering Sciences and Technologies department collaborated with the Business Development Center to develop technical examinations for local employers to assess technical knowledge and skills of employees and further training needs.
- **Joliet Junior College** has had an active presence on the local Workforce Investment Board and now has over 60 programs approved for Workforce Investment Act funding.
- **Harold Washington College** established a new partnership with Jitney One and the Mayor's Office of Workforce Development (MOWD) that involved the creation of a four-week workforce preparation curriculum, which was paired with Taxi Training.
- **Kaskaskia College** provides services to students that will enable them to enhance their job seeking skills such as: mock interviews, resume writing skills, dressing for success, and on-line job seeking skills.

Services to Welfare Clients.
Illinois community colleges used the ICCB's Welfare-to-Work grant to support the infrastructure of career and job placement services for welfare recipients and the working poor. In collaboration with the Illinois Department of Human Services, colleges provided clients with academic advisement, career counseling, skill training, basic education, job placement and supportive services. Over 28,000 clients were served through this grant by community colleges. These clients were served through a variety of degree programs, occupational certificate programs, vocational training courses, or basic skills/GED. For example, **College of Lake County** offers GED classes on site for

Job Centers of Lake County and "Job Readiness" classes for welfare recipients in conjunction with the Department of Human Services.

State-Level Initiatives

Workforce Preparation Awards. The ICCB annually presents Excellence in Workforce Preparation Awards to three colleges in recognition of outstanding efforts to improve employment opportunities and provide for a better trained workforce in their communities. Most recent award winners are:

- **College of DuPage** – "Advancing Opportunities"
- **Lincoln Land Community College** – "Project EXCEL-lence"
- **Oakton Community College** – "Partnership in Productivity"

Reauthorization of Workforce Legislation.
The federal Workforce Investment Act (WIA) became law in 1998. WIA was intended to improve the nation's formerly fragmented workforce development programs, creating an innovative one-stop delivery system where job seekers can find labor market information, job counseling, and job training to help them get back on their feet. The authorization for WIA expires in September, 2003. In collaboration with the Governor's Office, the ICCB, the community college system, and other WIA partners have developed a list of priority issues for consideration by Congress during the reauthorization process. In addition, the Carl D. Perkins Vocational and Technical Education Act of 1998 will expire in 2003 as well. The Perkins Act provides federal funds to support quality career and technical programs and services at the secondary and postsecondary levels. The ICCB, the community college system, and their education partners will work with legislators and advocacy organizations to ensure that identified priorities are provided for Congress to consider during the reauthorization process.

IMEC/Boeing Company Supplier Chain.
The Business Solutions Network (BSN), a service of the Illinois Community College System, provided learning opportunities to the Illinois Manufacturing Extension Center (IMEC) Boeing Company statewide supplier chain. This integrated approach utilized the collective competencies of seven different community colleges along with consultation with several others. **Illinois Central College, Illinois Valley Community College, Kishwaukee College, Lewis and Clark Community College, Parkland College, Rock Valley College, and Southwestern Illinois College** created the partnership through the ICCB to provide IMEC/Boeing consistency in curriculum and delivery throughout the state, leverage for IMEC/Boeing the existing training relationships between Boeing suppliers and community colleges, and extend to IMEC/Boeing the excellent price/quality offered by BSN partners.

Collaboration with the Illinois Department of Corrections. The ICCB collaborated with the Illinois Department of Corrections (IDOC) to develop a model Associate in Applied Science degree for corrections officers, youth supervisors, and parole officers with a curriculum available to community colleges statewide to enhance the professional skills of IDOC employees. The ICCB also facilitated collaboration between community colleges and the IDOC resulting in a statewide agreement for the colleges to teach CPR/First Aid to over 13,000 IDOC employees.

Goal 2 – Teaching and Learning

Higher Education will join elementary and secondary education to improve teaching and learning at all levels.

The P-16 Partnership for Educational Excellence was created in fiscal year 1998 to formally bring together the Illinois Community College Board, the Illinois Board of Higher Education, and the Illinois State Board of Education. As stated in its preamble, the Partnership will "ensure that the whole is greater than the sum of the parts, and that new initiatives will be launched with a deliberate P-16 outlook to benefit students now and into the foreseeable future."

As part of this comprehensive educational framework, the community college system plays a pivotal role in the ultimate success of student learning in Illinois. It provides a community-based infrastructure of postsecondary institutions with ties to local organizations, universities, and K-12 schools. These partnerships enable the system to be a major contributor to teaching and learning through teacher recruitment, preparation and professional development, as well as through outreach and support to elementary and secondary schools.

Embedded within the seven pledges of the *Promise for Illinois* is the implicit understanding that teaching and learning must remain a top priority for the community college system and the individual institutions that comprise it. Teaching and learning continues to be at the very heart of the community college mission, as evidenced in the colleges' annual Accountability/Program Review Report.

College Initiatives

K-12 Outreach.
Community colleges are actively engaged with elementary and secondary students in a multitude of outreach activities designed to enhance students' learning experiences in a variety of curricular areas. Early assessment and supportive coursework for high school students, tutoring and mentoring programs, enrichment classes and camps, hosting K-12 events on campus, career fairs, recruitment activities, and formal partnership programs were the most common outreach activities described in the colleges' Results Reports.

Several community colleges reported sharing resources with regional offices of education, district schools, and other education constituents to strengthen partnerships and provide expanding opportunities to K-12 students. The colleges also listed outreach efforts to middle and elementary schools in the areas of skill building, Education-To-Careers, Tech Prep, and other college awareness activities. Below are selected examples of initiatives that are underway or planned at specific colleges:

- **Black Hawk College's** Family Literacy Program collaborated in fiscal year 2003 with area school districts to provide Family Literacy classes. Classes were held in the East Moline, Moline, Rock Island, Aledo, Estmer, and Kewanee school districts. Both the college and

partner school districts directed grant funds to the project, which involved adult and child togetherness activities.

- **Harold Washington College** conducted its first annual Science and Pre-Med Day for high school students, featuring science presentations by college faculty members. Presentations ranged from comparative anatomy to "The Chemistry Stunt Show." The event served as an excellent recruiting and community relations vehicle to engage Chicago Public School juniors and seniors in careers in science and health care.
- **Heartland Community College's** "Physics Roadshow" introduced Pepper Ridge Elementary School students to the wonders of pressure through active learning. Students in the college's physics program assisted the elementary students with two activities and two demonstrations, including the *bed of nails* and *atmospheric can crushing*. The Physics Roadshow has become a regular part of the college's Mechanical Physics class.
- The **College of Lake County** is involved in a "Youth Safari" program in collaboration with the Lake County Education-To-Careers, Lake County Youth Council, Illinois Department of Employment Security, the Lake County Regional Office of Education, and the Great Lakes Naval Training Center – Family Transition Program. The program offers youth, aged 15-21, the opportunity to meet with employers for part-time, seasonal, and full-time employment, get information on a variety of resources, such as work permits, substance abuse, selective services, personal finance, and network with training providers. In its fourth year, this event has received two awards for innovation and collaboration from state groups: the 2002 Governor's Workforce Staff Collaboration Award and the Illinois State Board of Education's Award of Distinction.
- **Prairie State College's** health careers faculty has developed new strategies to introduce elementary school students to careers in the health field. During their pediatric rotation, nursing students participate in a mini career day at local elementary schools where they teach first and second graders about nursing as a career. In addition, the college's dental hygiene students go into elementary schools to teach young people about oral hygiene and the work of dental hygienists.
- **Rend Lake College** partnered with Mt. Vernon District #80 and Benton Elementary School to provide tutoring assistance in reading and math for at-risk elementary school students. Approximately 15 Rend Lake students each semester are employed 15 hours per week as tutors and are paid through the Federal Work Study Program.

High School Articulation.

Nearly all the colleges reported certain common initiatives intended to improve high school articulation, including dual enrollments, accelerated college enrollment, articulated courses, Tech Prep sequencing, programs for gifted or honors students, course waivers based on Advanced Placement Tests or CLEP exams, feedback reports to high schools, bridge programs, and other standards-based activities and curriculum alignment efforts.

Dual credit and dual enrollment are common means of enriching the final year(s) of high school for a number of students, addressing issues of time-to-degree and establishing linkages between the colleges and high schools. Not only did nearly all colleges report participation in dual enrollment, most indicated that they plan to increase dual enrollment opportunities. Dual credit courses provide high school students the opportunity to use the course to satisfy high school requirements and to earn college credit. Dual enrollment refers to high school students who enroll in college courses in addition to their high school curriculum. Preliminary data for fiscal year 2003 indicate that there

were 30,269 dual credit enrollments at community colleges statewide (an increase of nearly 57 percent over the previous year), and an additional 4,867 college courses (not for dual credit) taken by high school students, a decrease of approximately 22 percent from the previous year. Tech Prep programs provide another effective means of linking and blending high school and postsecondary programs. With support from industry, information technology opportunities in Tech Prep are increasing, as well. The colleges' Results Reports indicated numerous initiatives in the area of high school articulation. The following are selected examples:

- **Joliet Junior College** was involved in the establishment of an "educational training center" at a site jointly supported by the college, Governor's State University, and Lincoln Way High School. Begun in the fall of 2002, the partners offer a series of courses designed to allow prospective education majors to start their undergraduate degrees.
- **Kaskaskia College** has dual credit agreements in 14 career and technical programs (50 individual courses) and in 8 core academic areas (26 individual courses). During the past year, a total of 1,636 district high school students earned dual credit. This coursework generated 9,275 college credit hours — 5,892 in career and technical courses and 3,383 in academic courses.
- **Kishwaukee College** hosted its fourth annual Articulation Conference. This event, co-sponsored by the Kishwaukee Education Consortium, is designed to ensure the continuity of curriculum between local high schools and the college in a wide variety of academic and occupational programs, and ease the transition for local high school graduates as they continue their education.
- **Lewis and Clark Community College's** Enrollment Center and the College/High School Partnership departments teamed up to take the college's enrollment process on-site at several high schools. Students, parents, and high school staff were invited to attend a one-day enrollment event at their high schools. Students took the College Placement Test, spoke with a college advisor, applied for financial aid, and registered for summer and/or fall 2003 courses. The college team went to four high schools: two rural and two urban. The program was so well-received that next year the team plans to increase the number of high school sites in order to reach more students.
- **Lincoln Land Community College** and Springfield Public School District #186 co-wrote a grant called "Bridging Academics through Technology" which was submitted to the United States Office of Education. The primary focus of the grant is to create a successful transitional bridge for students between middle school and high school and between high school levels utilizing Lanphier High School and college faculty and staff. A key component of the grant is to allow students to strengthen their academic skills through the use of technology.
- **Olive-Harvey College** will begin formal partnerships with two local institutions, Corliss High School and Middle College High School, in fiscal year 2004. These partnerships will offer accelerated programs by which students can receive both a high school diploma and an associate's degree in five years.

Connective Activities within the P-16 Continuum.

Created in fiscal year 1998, the *P-16 Partnership for Educational Excellence* was developed to formally bring together the Illinois Community College Board, Illinois State Board of Education, and the Illinois Board of Higher Education to collectively ensure that policies, programs and services are in place throughout the education continuum to enable all Illinois citizens to attain their educational

goals. The community college system has made a significant commitment to strengthening existing programs and enabling the development of additional initiatives. Examples follow:

- **Illinois Eastern Community Colleges** continue to promote the Education-To-Careers concept through an organized partnership of business, industry, K-16 education, and social service agencies. The colleges promote elementary, secondary, and postsecondary faculty development opportunities, career exploration, advisement, and choice for all students.
- **Illinois Valley Community College** created an Education Program Advisory Council (EPAC) in fall 2002. The council includes IVCC administration and faculty, as well as representatives from ROEs and LaSalle/Putnam County Educational Alliance for Special Education. School district teachers, paraprofessionals, and administrators are also involved. The objectives of EPAC are to develop partnership relationships with local school districts, identify the needs of local districts, develop workshops to enhance teacher professional development plans, address teacher aide training, collaborate with regional office staff, address state initiatives, and examine future teacher clubs/recruitment issues.
- **Lake Land Community College's** Career Services program offers access to many free services for students and community members, such as the use of Discover and the Kuder Career Planning System. All students seventh grade and above in K-12 schools within the college's district have access to this interest inventory and portfolio program. The portfolio can be used to house an individual's personal information regarding education, employment, extracurricular activities, etc., which can be stored electronically in a central location and accessed for life.
- **John A. Logan College** is a member of the Southern Illinois Education Alliance. The Alliance was formed in 2001 and was initially funded by the National Education Association. The Southern Illinois PreK-16+ Education Alliance seeks to serve students and educators in all educational institutions in the area. Elementary, secondary, and postsecondary students and educators benefit from collaborative efforts of the Alliance. Parents and the educational and business communities also benefit from successful partnerships and working relationships.
- **Malcolm X College**, through its commitment to "expand the availability of courses and cooperative programs for P-16 students and faculty," established collaborative partnerships with nine elementary and high schools in 2003. These partnerships were created as part of their TRIO Talent Search Program Grant. The program provided college visits, college admission and financial aid information, parental education, and services in advising and tutoring.
- **Triton College**, through an agreement with School District #89, increased access to educational opportunities provided at the Maywood Family Educational Center. Triton provided materials and instructors for English as a Second Language, General Education Development, and Family Literacy courses. The purpose of the program, known as the Illinois Workforce Advantage, is to intensify the positive human impacts of state programs in distressed, but resilient communities through stronger coordination and expanded access for individuals and families to information and community technology.

Teacher Recruitment and Preparation.
Defining the community college role in teacher preparation has been at the forefront of state and local discussions and activities. An important component of improving teacher quality is effectively recruiting and training prospective teachers. Community colleges are an integral part of the effort

to attract students to the education field and are prime venues for providing future teachers with strong foundational skills and early field experiences.

Many colleges are located in inner cities or rural communities where teacher shortages often exist. They directly serve their communities by providing access to preparatory courses for students who are place-bound, interested in pursuing a career in teaching, and who seek an affordable education. Career development activities sponsored by the colleges reach into junior high and high school to inform students about teaching careers.

More than 40 percent of the graduates of Illinois public university teacher preparation programs initially enroll at an Illinois community college. Over 60 percent are enrolled in community colleges at some point prior to graduation. On average, over 900 transfer courses are offered in teacher education at Illinois community colleges each year. Close to 100,000 teacher education semester credit hours are generated by community colleges annually.

Advances in partnerships, articulation and transfer, teacher preparation, and teacher recruitment were evident in the colleges' Results Reports. Examples follow:

- **Elgin Community College** will play an increased role in supporting the "No Child Left Behind" (NCLB) legislation through the training of paraprofessionals. The college will collaborate with school districts to offer classes on-site, provide faculty members to teach courses, help to promote training programs through marketing activities, and offer classes in a variety of formats.
- **Illinois Central College** is working with Illinois State University and the Peoria Regional Superintendent to establish a Professional Development School. The design of the program will include two years of preparation at ICC, one year at Illinois State University, and the last year completing an internship under the supervision of the Regional Superintendent. It is anticipated that the first class will begin in the fall of 2004.
- **Rock Valley College's** Teacher Education program convened an advisory council consisting of faculty, education union representatives, district supervisors, and community leaders to review teacher education efforts in the district. Their recommendations included offering dual credit education courses to be taught in the high schools and the formalization of future teacher clubs in the high schools and at the college.
- **Harry S. Truman College** was an active participant in the Preparing Tomorrow's Teachers to Use Technology (PT3) grant initiative and the two statewide Teacher Quality Enhancement and Illinois Professional Learning Partnership grants managed by Northeastern Illinois University. The college hosted the initial meeting of the Chicago Teacher Prep Partnership meeting in July 2002, with over 70 attendees, and is currently engaged with other City Colleges in designing a Chicago Teacher Pipeline project with Chicago Public Schools and Illinois State University.
- **Wilbur Wright College**, through its Continuing Education Division, offered review courses for the Illinois Enhanced Test of Basic Skills. The courses were provided free of charge to members of the college's Future Teachers of America club. Thirty-five students participated.

Teacher Professional Development.
Because of current recertification requirements, there is a high demand for professional development opportunities for Illinois educators. Community colleges provide a variety of valuable professional

development opportunities for teachers, most notably in the area of instructional technology. The colleges serve as access points for the Illinois Virtual Campus (IVC), which makes Internet-based courses available through a single point of contact. Coupled with this is Illinois Community Colleges Online (ILCCO), which provides Internet-based learning opportunities throughout the state. Additionally, the colleges' proximity to local schools serves to provide opportunities for teachers to upgrade skills in the use of instructional technology and in other areas, as needed. The colleges' Results Reports provided numerous examples of professional development efforts. Below are selected examples:

- **College of DuPage** delivered Command Spanish® for School Staff, a 20-hour course that can be used to obtain teacher re-certification Continuing Professional Development Units (CPDUs), to Queen Bee School District's Glenside and Americana schools. The program is designed to provide functional language skills for school personnel who have occasional contact with Spanish-speaking students and visitors, as well as intensive training for non-Spanish-speaking teachers who have Spanish-speaking children in their classroom.
- **John Wood Community College** offers a week long course each summer for practicing K-12 teachers. The topic for fiscal year 2003 was "Building Capable People," which allowed participants to use the formats of Multiple Intelligence, Emotional Intelligence, Workplace Skills, and Illinois Learning Standards. In addition, educators learned how to teach communications, problem-solving, critical thinking, emotional control, and self-management through lessons that addressed the content and interpersonal skills necessary for success. Participants were eligible for three graduate credits from Illinois State University for completion of the course.
- **Kankakee Community College** offered a Mathematics and Science Enrichment Workshop in collaboration with Olivet Nazarene University and the Illinois Math and Science Academy. The enrichment project was designed to support sustained and intensive professional development for 6^{th} - 12^{th} grade teachers of math and science. Teachers from private and public schools in Kankakee and Iroquois counties were invited to attend the week long summer workshop. Each participant received post-graduate credit, a stipend, and funds for classroom software.
- **Kennedy-King College** received a $75,000 Dwight D. Eisenhower Program Grant to improve the capacity of Chicago Public School teachers to educate elementary, middle, and high school students in math and science. The project offered teachers an opportunity to become familiar with the college's science courses, then assume leadership in math and science in their own schools, assisting and leading other teachers as they incorporated math and science into their elementary, middle and high school curricula.
- **Moraine Valley Community College** completed a three-year National Science Foundation grant entitled, "Applied Internet Technology: Curriculum and Careers." As part of the grant, 62 high school faculty participated in training, impacting approximately 3,700 students from 20 high schools in the Chicago metropolitan area.
- **Shawnee Community College's** Teaching and Learning Center has state-of-the-art equipment to be used by area teachers to learn and implement technology into their classrooms. The college's Instructional Technology Specialist conducted technology workshops and worked one-on-one with faculty. The Teaching and Learning Center is open to all public school teachers throughout the college district.

State-Level Initiatives

Illinois P-16 Partnership for Educational Excellence.
The ICCB is a full partner along with the Illinois State Board of Education (ISBE) and the Illinois Board of Higher Education (IBHE) in the Illinois P-16 Partnership for Educational Excellence. Through this partnership, the three agencies acknowledge their shared responsibility for the educational continuum in Illinois. The partner agencies have jointly received two federal grants as part of their P-16 efforts: the Middle School TQE and the PT3. Each is described below:

Teacher Quality Enhancement (TQE).
The Illinois Community College Board is a partner with the Illinois State Board of Education and the Illinois Board of Higher Education in a federal Teacher Quality Enhancement (TQE) project administered by IBHE. The project is in its third year and is developing curricula for middle school teacher education. Four consortia composed of faculty from public universities and community colleges have developed curricula and embedded professional teaching standards into the models. As part of its role in the project, ICCB is working with community colleges to ensure that community college faculty have a thorough understanding of NCATE and Illinois Teaching Standards so that students completing community college general education curricula will be able to successfully pass the Test of Basic Skills required for entry into Colleges of Education.

Preparing Tomorrow's Teachers to Use Technology (PT3).
The ISBE and IBHE are partners in a federal Preparing Tomorrow's Teachers to Use Technology (PT3) grant administered by the ICCB. Four curriculum design teams in math, science, humanities, and communications and one technology advisory team representing approximately 20 community colleges and universities have developed 111 modules to infuse technology into twenty arts and sciences courses. The modules have gone through a process of review, field-testing, and revision. The modules have been reviewed again for the process of assessing the transferability of technological techniques used from one subject area to another. The results of this process resulted in a document that will be included on the project web site. Two new teams, a professional development training team and a seminar resources team have been formed and are working with a professional development trainer consultant to develop training seminars to expand the technology infusion beyond the pilot site institutions. Training of arts and science faculty took place during May and June through four workshops. During fiscal year 2004, the third and final year of the project, training will expand the use of the modules, an "ehandbook" to be used by sophomore preservice teachers will be developed, and all modules will be reviewed to ensure compliance with NCATE standards.

Education Commission of the States PT3.
ICCB is a partner in a three-year PT3 grant administered by the Education Commission of the States (ECS). Illinois was one of three states chosen as partners for the project, which will involve finding ways to overcome policies and practices that impede the ability of community colleges to participate in the recruitment and professional training of technology-trained teachers. The overall purpose of the project is to accomplish a systemic change that will ultimately result in a significant increase in the quantity and diversity of K-12 teachers trained to use technology, particularly in hard-to-staff urban and rural schools.

Associate of Arts in Teaching (AAT).
There has been a growing consensus among Illinois' education community that the development of an Associate of Arts in Teaching (AAT) degree would be a productive step toward clearly defining the community college role in teacher preparation. Through a P-16 initiative, the University of Illinois-Urbana/Champaign has been working with ICCB and Illinois State University to bring community colleges and universities together to develop an AAT degree program. Currently, the Task Force is focusing its work on creating a Secondary Math and Science Education model. A review of Special Education, which initially was a third target area, was postponed due to the continuing legal changes experienced by the field. In late June, the Task Force convened faculty/administrator workgroups for a two-day work session in Springfield to develop a course syllabus template for each of the five identified education courses within the proposed degree model, A matrix showing identification and alignment of ISBE and NCATE standards for each course, and recommendations for infusing core technology and core language arts standards into the general education curriculum. Math and science committees also met during this time to address specific courses for freshman and sophomore education majors in these two content areas. The work of the committees was released for public comment in late September 2003. After feedback, the AAT Secondary Math and Science models will be finalized and taken to ICCB, IBHE, and ISBE board members for review and endorsement.

In addition, a subgroup of community college Chief Academic Officers has been established to assist efforts in implementing the AAT throughout the community college system. A second focus of their work will be on a collaborative pilot project to educate arts and sciences faculty about the Illinois Learning Standards and the Basic Skills Test and to develop curricula that ensure education students are prepared to pass the Basic Skills Test prior to transfer. It is anticipated that the project will culminate in the publication of a document titled, "*A New Model for Enhancing Teacher Education in the Community College and Preparing Students for the Basic Skills Test,*" which will be disseminated to all community colleges in Illinois.

Paraprofessional (Teacher Aide/Teacher Assistant) Preparation.
Throughout the past year, the Illinois State Board of Education and Illinois Community College Board have worked in partnership through the establishment of a Paraprofessional Task Force. This collaboration, created to address the increased requirements for teacher assistants found in the No Child Left Behind (NCLB) federal legislation, culminated in the development of a statewide model for an Associate of Applied Science degree and certificate for paraeducators. The final report of the Task Force was presented to ICCB at its May 2003 meeting and received unanimous approval.

In April 2003, ICCB engaged in a second partnership effort with ISBE regarding the development of test preparation opportunities for paraprofessionals in Illinois. This preparation focuses on preparing individuals for the ETS "Parapro" and ACT Work Keys assessments through the development of a statewide curriculum. The curriculum provides an overview of both assessment exams, a review of math, reading, and writing content, and tips for taking standardized tests. The curriculum will be available in both on-line and on-site formats. ICCB received a grant from ISBE to coordinate this effort, which is being implemented in collaboration with representatives from community colleges, the K-12 community, Regional Offices of Education, and education unions To date, the curriculum has been developed and content manuals printed for use in on-site delivery. Mini-grants have been awarded to 23 partnerships, comprised of community colleges, ROEs, local school districts, and education unions, to support the delivery of the test preparation instruction.

Paraprofessionals participating in courses offered by these partnerships will be able to access the preparation at no cost. On-site course offerings began in September. Four regional training sessions have been scheduled in fall 2003 to help instructors become familiar with the manual's content and structure. The on-line tool is currently under development and should be available in January 2004.

Natural Allies.
In the spring of 2002, the ICCB was awarded a grant through the Frank Porter Graham Child Development Center at the University of North Carolina, Chapel Hill. Entitled "Natural Allies," the three-year project focuses on infusing special education models and methods across the early childhood preparation curriculum at community colleges throughout Illinois. A 17-member travel team attended a four-day institute in North Carolina in July 2003 to create a statewide plan for achieving these goals. The State Resource Planning Team (SRPT) met again in September to finalize the state plan and create strategies for implementation.

Illinois Articulation Initiative.
The Illinois Articulation Initiative (IAI) is a joint initiative of the Illinois Board of Higher Education, ICCB, and the Transfer Coordinators of Illinois Colleges and Universities for the purpose of enhancing the transfer process for the more than 30,000 students that transfer each fall among all sectors of higher education in Illinois. The Illinois community colleges are the primary providers of the freshman and sophomore year of postsecondary education in Illinois public higher education. Community college faculty and staff, along with representatives from four-year institutions, serve on IAI panels that developed specific recommendations for lower-division transfer courses. To date, recommendations have been endorsed by the IAI Steering Panel, ICCB, and IBHE for a common general education core and 27 majors. Panels meet bi-annually to review courses submitted by participating institutions as comparable to those in their recommendation. ICCB and its staff have provided leadership and support to the IAI since its inception in January 1993.

Lincoln Academy of Illinois.
Each year an outstanding senior from each of the four-year degree granting institutions and one second-year student from a community college are awarded the Student Lincoln Academy Medallion, thereby becoming Student Laureates of The Lincoln Academy of Illinois. Student Laureates are honored for their overall excellence in curricular and extracurricular activities. A special ceremony is held to commemorate the occasion with the Governor presenting the awards. Wilbur Wright College was the recipient for this year's award.

Teaching and Learning Excellence Conference.
Every year, the Teaching and Learning Excellence Conference draws from 250-350 community college faculty and administrators. The purpose of the conference is to highlight faculty and their exemplary teaching and learning strategies, including curricular development efforts, support systems for distance education, and techniques for classroom assessment. The conference is a collaborative effort of the Illinois Community College Board, the Presidents Council, the Illinois Community Trustees Association, and the Illinois Community College Faculty Association.

Working Connections IT Faculty Development Institute.
The Working Connections IT Faculty Development Institute provides cutting edge instructional technology training for community college faculty and staff. The Institute offers IT courses for college faculty, enabling teachers to stay ahead of the fast-paced changes in technology and ensuring

that their students enter the IT workforce with skills that are equal and competitive with the current needs of the IT industry. Illinois is one of ten states implementing the Working Connections IT Faculty Development Institute model. The ICCB took a leadership role in planning, coordinating, and implementing the faculty development for the Illinois Community College System. The Working Connections 2003 Institute took place in June 2003 and was hosted by Lincoln Land Community College's Capitol City Center. The week-long event was attended by 82 faculty members from 38 different colleges. Six different training tracks were offered during the institute along with three keynote speakers. A Faculty Advisory Board is already helping to plan next summer's institute.

Goal Three: Affordability

No Illinois citizen will be denied an opportunity for a college education because of financial need.

Community colleges strive to ensure that no residents in their districts are denied an opportunity to receive an education because of financial need. To this end, several strategies have been implemented to respond to students' needs for financial resources to support their educational endeavors. These strategies range from maintaining tuition and fees at a reasonable rate to offering scholarships, grants, and short-term loans. Students come to community colleges with a variety of goals, ambitions and circumstances. Many are place-bound due to family and/or employment obligations and see community colleges as a way to pursue their educational and occupational goals without leaving their families, communities and employment. Every effort is made to help students complete their academic and occupational pursuits, whether it is continuing their education at a four-year institution and/or fulfilling their employment goals.

Given the reduction in state resources, the cost of attending a community college remains fairly reasonable and offers greater access to students statewide. In fiscal year 2003, the average statewide cost for community college enrollments was $58.81 per semester hour, which reflects an increase of approximately 7.6 percent from the previous year. The highest fiscal year 2003 tuition cost was $78.70; the lowest was $45.00.

In addition to reasonable tuition, community colleges offer students financial aid support through tuition waivers, scholarships, special tuition payment programs, and transportation, book and instructional material voucher programs. For fiscal year 2002, community colleges gave tuition waivers totaling $2.7 million. Following are examples of how colleges have supported students through diverse programming.

College Initiatives

- **City Colleges of Chicago** supports students with a selection of financial aid projects. The U Pass program, for example, offered cooperatively with the Chicago Transit Authority, provides full-time students with unlimited transportation to and from their classes. **Richard J. Daley College** offers individuals who are on public assistance, but not eligible for federal student assistance, tuition waivers for their first five hours of college coursework. **Malcolm X College** offers several scholarships to students. For students with high school diplomas who may still have academic deficiencies in math and English, **Wilbur Wright College** offers remedial instruction free of charge.
- Students who qualify and elect to participate in the Honors Program at **Richland Community College** receive a tuition waiver equaling 75% of the tuition cost. **John Wood Community College** is involved in a cooperative effort of the Educational Leaders Council — including the college, Quincy University, Quincy Public Schools, Blessing-Rieman College of Nursing, Gem City College, Chaddock School, and Vatterott College. Each year, 12 academically talented eighth grade students who face obstacles are selected to attend college. Participants who successfully complete all program requirements during high school will be eligible for a full-tuition waiver at John Wood Community College and a two-year tuition waiver at Quincy University.

- In addition to tuition waivers, **Triton College, Moraine Valley Community College, and Kankakee Community College** meet student financial needs through a convenient monthly tuition budget plan. The FACTS program offers students various means for tuition payments. Through FACTS students can have their monthly payment deducted from a checking account, savings account, or a credit card.
- **Rend Lake College** initiated a rental book program in 1998. The textbook rental program charges $47 per book, $20 of which is a deposit fee returned to the student when the book is returned in good condition at the end of the semester. The program has proven to be beneficial for students, as more monies can be used for living expenses such as childcare or transportation.
- **Joliet Junior College** has continued its Student Emergency Fund for students who may not have enough money for a meal on campus, are having difficulty in paying their utilities, or cannot afford bus transportation. This program allows a student to ask any JJC employee for assistance. Through this program, a student might obtain a meal voucher, bus fare, or even emergency money for class supplies.

Scholarships through Foundations and Other Organizations.
While tuition and fees remain low compared to other educational institutions, there are still residents in Illinois who cannot afford to attend a community college. As a result, colleges have undertaken several initiatives through their Foundations, and with corporations and community organizations to increase access to financial resources for students.

- Next year, **Waubonsee Community College** intends to expand a program called "Building Foundations for the Future." Through this program, the college targets a specific industry and finds a lead donor who can bring in his/her peers to create a scholarship associated with the industry. This year, the lead donor, who was a land developer agreed to contribute $20,000 as seed money with the hope that the initial effort would bring in at least another $30,000 in order to endow one full-time scholarship. The college also plans to create a scholarship program with local area churches that would award scholarships to members of each church.
- Through a cooperative agreement with the local health care organizations and hospitals, **Richland Community College** health care students who sign an employment promise are offered tuition support and sign-on bonuses. Rend Lake College Foundation has entered into an agreement with the Good Samaritan Regional Health Center to implement a program which provides funding to pay students' tuition, fees and other expenses after committing to an employment agreement with the facility.
- **Kennedy King College and Moraine Valley Community College** have entered into an agreement with United Parcel Service (UPS). The program offers UPS employees educational benefits with the Earn & Learn Program. These benefits include tuition payments, transportation and housing allowances as well as bonus incentives for students who successfully complete courses.
- **McHenry County College** created a scholarship award program in cooperation with its Foundation entitled "Be the First." These awards are given to students, ages 15 to 20, whose parents have not graduated from college. Endowments of $600,000 have been pledged or received for this program.

Financial Assistance and Outreach.
Community colleges make every effort to maximize students' financial assistance through special initiatives and outreach. Generally, community colleges participate in the full array of federal and state financial assistance programs. In fiscal year 2002, community college students received 48,481 MAP awards, approximately a 5 percent increase over the previous year. The mean award for this fiscal year was $959, with a total dollar amount of $46,490,577. Colleges have reached out to provide financial aid information to high school graduates, parents, counselors, and faculty and staff within colleges. On-campus and high school workshops and working one-on-one with students to ensure that they understand the intricacies of applying for financial aid have been key strategies.

- **Southwestern Illinois College** has expanded its presence in the community by conducting workshops for various high schools (both public and private), service clubs and career days for eighth graders.
- For the 2002-2003 academic year, **Sauk Valley Community College** financial assistance staff has taken a more active role in working with the P.L.A.C.E. (Promoting Latino Access to College Education) grant program. An emphasis was placed on helping Latino students understand financial aid and their opportunities for education assistance.
- **Rock Valley College's** financial aid staff hosted a regional Illinois Student Assistance Commission (ISAC) workshop for high school counselors. Approximately, 150 counselors attended the two-day session. Members from both ISAC and Rock Valley staff presented. In partnership with Rockford College and Rockford School District 205, RVC's Financial Aid office hosted a financial aid information night for students and their parents that was attended by approximately 250 people.
- To extend its outreach to students, **Morton College** implemented several strategies, including sponsoring financial aid workshops and seminars with information in English and Spanish. Part of the workshop involved familiarizing students with procedures for completing the FAFSA online, and helping students locate websites on the Internet providing information about scholarships.
- **The College of Lake County** hosted three separate Free Application for Federal Student Aid (FAFSA) Completion Day events in the spring of 2003, which were attended by more than 150 students. At this event, students were given individualized assistance in completing their FAFSA.
- As part of an outreach effort, **Kishwaukee College** has included a two-page easy-to-use financial aid chart in each class schedule brochure outlining the major financial aid programs.
- **Kaskaskia College and Illinois Valley Community College** have developed strategies to reach out to dislocated workers with information about college and possible financial assistance. Both colleges give workshop presentations on site of a closing plant or business or as part of the college orientation program.
- **William Rainey Harper College** continues to have success with its financial aid seminars for minority students and their families. Staff teams also visit local high schools and assist students with financial aid applications and other items. Seminars are offered in Spanish and English.

State Level Initiatives

Illinois Incentive for Access Grant Program. The Illinois Incentive for Access (IIA) Grant Program is designed to improve access and retention for students who have a limited ability to pay for college,

and possibly to reduce the amount borrowed by these students. This past spring, the Governor signed HB1119, which renamed the grant to the Silas Purnell Illinois Incentive for Access grant program. Under this new legislation, the maximum amount paid per applicant per year is $1,000 for applicants with an expected family contribution of $0. For students with an expected family contribution of $500 or less but more than $0, the award is $500 per applicant. The Illinois Student Assistance Commission (ISAC) will be required to give priority to applicants with an expected family contribution of $0. A total of 14,794 awards were given to community college students in fiscal year 2002.

Goal 4 - Access and Diversity

Illinois will increase the number and diversity of citizens completing training and education programs

The Illinois community colleges reported a total of 945,661 students enrolled during the fiscal year 2002. This overall figure includes student enrollments in credit and non-credit courses. The Illinois Community College System serves a diverse student clientele through a variety of credit and non-credit programs and courses. For students enrolled in credit course work, more than half are female (55.4 percent), more than one-third are minorities, and two out of every five students are 31 years of age or older. Information on students enrolled in noncredit courses show nearly identical gender representation (57.2 percent female), less minority participation with under one-quarter minority non-credit enrollments, and participation by a more mature population in non-credit courses with just over two-thirds of the students 31 years of age or above. Information about students with disabilities is scarce. The number of students documented with disabilities in community colleges totaled 11,383. Out of that total, 8,352 requested services at Illinois community colleges. Among those disabilities learning disabilities were the most likely with a total of 4,652.

Community colleges as a whole experienced a slight increase in completions (1.4 percent). Of the 38,946 completions, 55.8 percent were associate degrees and 44.2 percent were certificates. Most colleges are facing a significant rise in enrollments that strains resources that are already stretched due to depleted state funding and financial assistance. However, all remain committed to a common mission of serving students, providing services, and responding to the needs of the workforce as well as their communities.

College Initiatives

Increased Access to Programs and Services.
Impacted by state budget cuts, many colleges have turned to reorganization and/or realignment of responsibilities in order to maintain and expand access to programs and services. Providing more choices through flexible scheduling and enhancing noncredit and nontraditional course offerings are a few of the methods developed by the colleges. Perhaps one of the most significant additions to programs and services has been the inclusion of distance learning and on-line courses. Building stronger partnerships in the community, coordinating with local high schools, and extending outreach to local , regional, and national businesses are also common means of increasing access. Following are selected examples of college initiatives that increase access to programs and services:

- **Lincoln Land Community College's** Training and Education for Adult Learners (TEAL) program has historically been involved in improving basic skills of employees within area businesses and industries. Eaton Corporation in Petersburg requested training following workplace assessments of their employees. On-site classroom instruction to improve basic math skills and to enhance job retention was scheduled. Management at Midwest Technologies in Springfield asked TEAL to design a program aimed at improving employees' customer service skills and basic keyboarding and computer skills.
- **College of DuPage** became the recipient of a grant from AT&T Foundation to educate young girls about future career choices in the areas of science, math, engineering and technology

and to encourage them to pursue education in these areas. Fourth through seventh grade girls will be recruited from the communities served by District 502 to participate in hands-on activities involving electronics, computers, and robotics. Parents and personnel from the district schools will be involved to encourage support for the girls' interests.

- **Lake Land College** was a leader in the development of the first ever Illinois Online Conference for Teaching and Learning which was held in February, 2003. The conference was held entirely online with over 80 presenters and over 200 participants from Illinois, the United States, Canada, Japan, and Australia. In addition 120 online courses have been developed for use by district and non-district students. The college also partners with Franklin University and The University of Illinois at Springfield in offering more degrees online.
- **Rock Valley College** strives to promote comprehensive support services for all students. Services include expansion to campus locations with career and technical programs. The Stenstrom Center houses an office with full services for students in automotive, dental hygiene, fire science, graphic arts, nursing aide, practical nursing, surgical technology, and welding. Other services incorporate academic advising, career information and counseling, financial aid, and transcript and records information. Library resources and student success workshops round out the services.

Increased Diversity.

Services that benefit underrepresented groups, including students from diverse backgrounds, students with disabilities and academically disadvantaged students, were impacted when the special initiative funding for special populations was eliminated from the state budget. In addition, most colleges have reported a marked increase of Hispanic and disabled students within their enrollments. An assessment of student learning indicates that more first-time students are academically unprepared and are enrolled in at least one developmental class. In spite of these daunting obstacles, colleges continue to strive to meet the demands of a student body that represents a wide range of cultures and special needs. Following are selected examples of the way colleges are addressing increased diversity on their campuses:

- **Kennedy-King College** continued to expand its outreach to a greater diversity of ethnic communities. The Automotive Technology Department's collaboration with Chicago's Korean community attracted international attention when officials from Sangji College in South Korea visited KKC to observe the training program. Sixteen Korean area residents are receiving automotive technology training and workforce preparation for jobs. Students will earn an Associate's Degree in Applied Sciences/Automotive Technology after two years.
- **Black Hawk College** expanded its long standing Bridges Program to include students on the east side of the district. The Bridges Program is designed to assist students in their transition from GED or high school credit classes to the mainstream of college life. This program was recently introduced to the East Campus. The use of technology and a resident coordinator allowed the program to be offered to students of all cultures, first time enrollees in college, and students of color. Due to the increase in demand for the Bridges Program, an additional instructor was added to the four day orientation portion.
- **College of Lake County** began offering on-line and e-mail tutorials and phone conferences for students with disabilities who needed tutoring but were unable to take advantage of traditional tutoring sessions. Ten students successfully utilized this option. In addition, with the aid of adaptive technology, approximately 50 students with visual and learning

disabilities were trained on new screen magnification, voice recognition, and screen reading products.

- **Moraine Valley Community College** brought the Moraine Valley-Robbins CEDA Medical Training Project and Moraine Valley's Phlebotomy and Certified Nurse Assistant programs to the southeast section of the college district. The program, serving predominantly minority students, has provided access to vocational training programs that lead to employment in the healthcare field for approximately 60 students since its initiation.
- As part of a consortium, **Joliet Junior College** received a Kellogg Foundation grant, Engaging Latino Communities for Education (ENLACE). The monies have provided ongoing academic advisement, tutoring, leadership skills, and cultural development to assist Latino students adjust to the campus environment. In concert with ENLACE, the Multi-Cultural Transfer Center hosted "Navigating College: Minority Student and Parent Orientation." Several of these workshops were made available to parents and prospective students.
- **Lewis and Clark Community College** has embarked on a partnership with Greenville College, for 2+2 training of educators, especially targeting the recruitment and training of minority educators. This partnership will specifically target schools that are defined by the state as "minority schools" (i.e., 30% or more African-American or Hispanic students). The superintendents of these schools have pledged their support by serving as sites for teacher education, student observation, and clinical experience.

Increased Completion of Programs of Study.

Financial obstacles combined with the need for intensive academic remediation and other social and economic impediments creates an educational reality in which maintaining or improving student retention and completion rates can be particularly challenging. Through reorganization and expanded coordination, colleges have developed successful formats to meet these challenges. By forging closer ties with students, services, and faculty, more intense and focused endeavors have emerged. Following are selected examples of the outcomes of those endeavors:

- **Southwestern Illinois College** has enhanced efforts to increase the number of students completing training and education programs through the use of an automated student information system that identifies degree-seeking students that have met all course requirements for one or more certificates.
- **Oakton College** continues its successful program for at-risk nursing students. As a part of this program, 20 of 80 slots in the Associate Degree Nursing Program are reserved for conditional admit students. Students are admitted conditionally and must participate in an intensive summer program during both the summer before the first and second year of the nursing program and maintain a B average or participate in weekly, required tutoring sessions. Overall the conditional admit students do as well as the regular admit students both in the rate of program completion and passing the NCLEX exam for professional licensure..
- **Southeastern Illinois College** established a partnership with Franklin University to provide educational opportunities to the residents of the college district that otherwise were unavailable. As a result of that partnership, seven individuals completed their baccalaureate degrees. Based on preparation that students received at SIC, two graduated magna cum laude and five graduated summa cum laude. In another endeavor, a memorandum of understanding between SIC and Mid-Continent College, a four-year fully accredited college in western Kentucky was signed. A bachelor's degree in Organizational Leadership was offered to meet

the needs of working adults 25 years of age or older who have successfully completed an associate degree or two years of college. This agreement represents a unique opportunity for the non-traditional student to work full-time and complete a degree.

- With a Hispanic enrollment of over 68 percent, **Morton College** has begun implementing projects funded by a Title V grant to increase the number of Hispanic students who complete degrees or certificates. A full-time advisor works specifically with Hispanic students and families and also serves as a liaison with Adult Basic Education and English as a Second Language students to assist them in college planning. A second major Title V initiative is the design and implementation of a Student Service Center which will provide coordinated services designed to promote student success and access.
- Among the **Illinois Valley Community College** strategic initiatives is Increasing Student Retention and Enrollment. Embedded in this initiative are activities designed to promote degree/certificate completion. Students participating in career programs have received special emphasis. Many career programs are laddered allowing those pursuing the Associate in Applied Science degree to complete one or more certificates as they progress.

State-Level Initiatives

Lincoln's Challenge Program.
The Illinois Community College Board is a partner with Lincoln's Challenge Academy through an annual state appropriation to provide $1,000 (per semester) scholarships for graduates of the Academy. These scholarships give students age 16-18 an opportunity to continue their education at one of the 48 community colleges in Illinois for a maximum of two years. To date, 1,886 students have received scholarship awards from this program.

Tuition Payment Request Program.
An Interagency Agreement with the Illinois Department of Children and Family Services (DCFS) and the Illinois Community College Board (ICCB) has given wards of the state, ages 18-21, the opportunity to obtain a community college education. The program helps these students reach their educational and career goals by offering them a maximum of four semesters of tuition payments toward the completion of a certificate or degree program. For fiscal year 2003, 241 youth were served.

Strengthening Community Colleges in Working with Special Needs Students and Minority Students. ICCB partnering with the Public Policy Institute at Southern Illinois University at Carbondale to support this project. One of the project's initiatives focuses on the transition of students with disabilities from secondary to postsecondary education and employment. Project leaders will work with community colleges and secondary schools, the Illinois Planning Council on Developmental Disabilities, local transition planning committees, and other appropriate groups to identify issues and gaps in service planning for students with disabilities between levels of education and employment. Information will be collected to identify models that illustrate how community colleges can strengthen partnerships with the disability community and others to better meet student needs. A second initiative will focus on the development of leadership skills for minority students. The project will work in cooperation with the East St. Louis Community College Center and appropriate colleges and local community-based and faith-based organizations to sponsor a "leadership" weekend for adolescent African-American males in East St. Louis.

Interagency Coordinating Council.

The Interagency Coordinating Council is a legislative body created to address issues related to secondary age youth with disabilities in transition from school to employment, post-secondary education and training and community living. The Council includes the directors or their designees from various state agencies including the Illinois Department of Children and Family Services, Illinois Department of Human Services, Illinois Community College Board and Illinois Board of Higher Education. The responsibilities of the Council include assisting state and local agencies and school districts in the establishment of interagency agreements, conducting statewide evaluation of student transition services, and providing periodic in-service to consumers in developing and improving awareness of transition services. The Council recently produced its annual publication, *The Status of Transition Services for Secondary Students with Disabilities in Illinois*, for review by the Governor and General Assembly. Currently, the council is engaged in a planning process focusing on training and education at four levels: pre-service, professional development, continuing education, and outreach.

Goal 5 - Higher Expectations and Quality

Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and assessment of learning.

Results reports from the Illinois community college system indicate that institutions have been actively involved in initiatives relating to setting high standards for teaching and learning. Accountability is evident throughout, and numerous examples of quality assessment efforts can be found. Reports contained a strong emphasis on faculty because, as **Black Hawk College's** report stated, "the instructor is the primary guarantor of course integrity." Similarly, **Joliet Junior College** reported that "Faculty play a vital role in the academic endeavors of JJC students. Faculty contact outside the classroom, convenience of faculty office hours, and friendliness of the faculty were the three most cited factors" of an institutional wide retention survey regarding successful achievement of educational goals.

Several colleges drew parallels regarding BHE's goal of higher expectations and quality, ICCB's pledge of "emphasizing high quality in all programs, services, and operations", and the Higher Learning Commission's Academic Quality Improvement Project's focus area of "helping students learn." In general, reports document professional development; expanding technology to enhance instruction; and gathering, interpreting, and using assessment information to improve teaching and evaluate student learning gains. Specific to the academic side of the college are examples such as offering incentives to faculty to work on assessment projects, expanding support services to students, exploring the use of portfolios to demonstrate student learning, and revising syllabi for teacher education courses to coincide with new state Professional Teaching Standards and content standards. Specific to career and technical programs are increases in the pass rates of students on national certification exams, seeking accreditation from various program related associations, and increasing the number of student responses to occupational follow-up surveys.

College Initiatives

Quality Enhancement.
College of DuPage, Illinois Valley Community College, Joliet Junior College, Lewis and Clark Community College, Southwestern Illinois College, Richland Community College, Waubonsee Community College, Elgin Community College, and College of Lake County are in various stages of progress relative to AQIP–the Higher Learning Commission's Academic Quality Improvement Project. The purpose of the project is to allow an already accredited institution to align its continuous improvement initiative with its re-accreditation efforts. Participation in AQIP requires an intense commitment to continually improving the quality of education. Selected examples of specific quality enhancement efforts follow:

- **Elgin Community College** emphasized continuous quality improvement through a series of cross-functional teams that were formed during fiscal year 2003. The teams examined various college processes and made recommendations to improve quality, effectiveness and accountability. Seven teams will be chartered in fiscal year 2004.

- As an exemplary practice in teaching/learning, assessment and program accountability, **Lincoln Land Community College** shined a spotlight on its Nursing Program. Six years ago, nursing program faculty set a goal of exemplary pass rates for students. A three-part plan was developed. First, new equipment was purchased. Next, faculty re-designed the classroom approach to learning and lastly, faculty revised the curriculum. A key component of curriculum redesign was the incorporation of the HESI, (Health Education Systems, Incorporated) test. The exam measures critical thinking in nursing and since it is computerized, it gives students immediate feedback that assists them in focusing their study for the licensing exam. Faculty used test results to modify their classroom delivery of specific material and improve program development. In fiscal year 2003, the NCLEX Licensing Board pass rate for LLCC nursing students increased from 95 percent to 100 percent.
- The library at the **College of DuPage** led a continuous Improvement Team for Information Literacy Across the Curriculum to teach related skills to students. Information Literacy "comprises a set of skills that includes the ability to recognize an information need and then to locate, evaluate, and effectively use information from a variety of sources to satisfy the original information need." The team, comprised of faculty and administrators, concluded its work in spring 2003 and will submit an action plan to the VP of Academic Affairs. The plan calls for teaching faculty about information literacy and its contribution to critical thinking and lifelong education, development of instructional modules for existing COD courses, and exploration of ways in which to infuse information literacy into the curriculum.
- **Oakton Community College**'s Board of Trustees begins each meeting with a reading of Oakton's mission, vision, and core values to emphasize their importance. These are printed in the front of each Board agenda book.

Assessment.

As in fiscal year 2002 reports, the topic of assessment took center stage in the fiscal year 2003 Results Reports for Goal 5 as institutions continue to embed and promote effective teaching strategies that contribute to measurable student learning gains. Colleges tied student performance to course objectives, to departmental objectives, and ultimately, to college mission statements. Assessment activities were very diverse and included activities such as the formation and progress of assessment committees, publishing an assessment web page and newsletter, faculty development, and common assessment practices within departments. Detailed information regarding assessment initiatives and activities can be found in Part B: Status Report on Community College Assessment Efforts.

Faculty Development.

Colleges invested considerable time and effort and financial resources toward advancing issues of quality teaching and learning. In addition, colleges provided examples for bridging the gap that can exist between full-time faculty, and adjunct faculty that typically are on campus only during class hours.

- **Morton College** offered assessment mini grants to faculty teams who presented proposals for assessment projects during the summer.
- **Illinois Valley Community College** implemented a new system for evaluation of non-tenured faculty that includes self-evaluation, administrator review, student evaluation, a professional development plan, and institutional contributions. A significantly revised and

enhanced system now exists for tenure review in which candidates will develop and present a portfolio documenting their accomplishments based on comprehensive guidelines. A basic certificate has been developed for part-time faculty, including short courses in a variety of teaching and assessment strategies designed primarily for inexperienced teachers. Completion of this certificate will entitle the faculty member to an increase in salary. Similarly, **Richard J. Daley College**'s post-tenure review included a team of faculty making classroom observations of teaching, examination of classroom handouts and tests, and review of student evaluations.

- **Oakton Community College** held a professional development workshop for faculty entitled, "Best Practices for Academic Integrity" that provided a forum for faculty to discuss promoting academic integrity in the classroom. Faculty work regarding ethics was documented in an Ethics Anthology. The college will again offer a semester-long seminar for faculty and professional staff on ethics that will be team taught by faculty from the Humanities/Philosophy department. During FY 2003, over 85 professional development workshops and seminars were targeted for faculty with more than 900 faculty in attendance.
- **Waubonsee Community College** offered over 50 workshops and labs that focused on integrating technology in teaching and learning, supporting full-time and adjunct faculty one-on-one projects that integrate technology into the curriculum, creating web-based and site based resources to support the classroom experience, and supporting the design and development web-based and web-enhanced courses.

Technology.

As in the example above, colleges are becoming ever more adept at utilizing technology as an alternative teaching and learning tool to enhance instruction. An additional advantage is that it provides opportunities for students whose time and/or travel is limited.

- **Triton College**'s Teaching and Learning Technology Roundtable Committee anticipates writing a proposal seeking accreditation from the Higher Learning Commission (NCA) for online degrees, both an Associate in Arts and Associate in Science.
- At **Lake Land College** online courses that are proposed by faculty go through a series of check points "to ensure the course meets the standards set by the college, the instructor is proficient in the use of technology used in the course, and the course applies to any future degree or certificate offered online land by the college." The department chair, the Director of Learning Technologies, the Associate Vice President for Educational Services and the Vice President for Academic Services must approve courses proposed for online development. The quality of online courses and the tools provided for implementation of delivery are constantly monitored and upgraded.
- During fiscal year 2003, **Danville Area Community College** piloted an Online Student Evaluation of Instruction System to survey all courses conducted via internet. Student opinions are shared with faculty.
- **Shawnee Community College** improved the attrition rate in online classes by 20 percent by implementing a variety of support activities. Those activities included implementing a WebCT tutorial, providing a student helpdesk, initiating an Online Steering Committee, developing guidelines and standards for course development, and conducting faculty in-service and training in the Teaching and Learning Center. The tutorial is a prerequisite for all new online learners.

- **College of DuPage** requires accountability in alternative delivery modes of instruction by maintaining academic integrity in the curriculum development process, ensuring effective teaching, and conducting evaluations. The college reports that "courses offered through alternative delivery modes are rigorous and meet the same learning objectives as classroom courses." The academic divisions and the Academic Alternatives Division are realigning curriculum and course content to achieve the same student outcomes as in traditional delivery modes. A survey of students revealed that the primary reason for taking alternative delivery courses was because these "fit with their learning style and current lifestyle schedules." In addition, the majority of students who responded said that they learned as effectively in their independent learning courses as in the classroom.

Student Success.

Community colleges devote considerable resources in terms of time, space, instructional materials, staff, and other resources to help students achieve their academic goals. In fiscal year 2003 Results Reports, colleges described their commitment to student success. Selected examples follow:

- **Southwestern Illinois College**'s administration and Board of Trustees committed nearly $300,000 to fully fund the Success Center, which was originally grant funded, and to create the Success Programs department. The Center at Belleville reported a total of 22,001 student visits in fiscal year 2003, a 13 percent increase over fiscal year 2002. Of these were 10,385 student visits for tutoring, a 25 percent increase over fiscal year 2002. Sixty-four percent of students who came for tutoring successfully completed the class for which they received tutoring. Success Centers at all SWIC campuses have a web page that has information about a specific center and provides links to tutoring and workshop schedules, software programs, and learning resources such as videos and models. Each site also has a link to the On-line Writing Lab and to "helpful links and handouts."
- **Kankakee Community College** has an early alert program involving teams of faculty and advisors who identified and worked with students experiencing academic difficulties on or before the fourth week of the semester. Faculty performed an extensive review of the cut scores for the placement test. Scores were adjusted to improve course placement and student retention. The review also led to the revision and sequencing of course content.
- **Heartland Community College** tried an innovative approach in the teaching of intermediate algebra. Students enroll in the course either to proceed to calculus or to take a terminal math course to fulfill general education requirements. The math department developed two different versions of intermediate algebra that are designed to educate each set of students. The change in approach also resulted in creating two versions of college algebra. One set of intermediate and college algebra courses now focuses on developing problem solving abilities. A substantial amount of group work occurs during the class with the instructor guiding each group. Professional development of faculty was perceived as the key to faculty commitment and making this curricular change successful for students.
- **Sauk Valley Community College** reported working with transfer institutions to gather data relative to students' performance at four-year institutions. Meetings have been held with faculty counterparts to discuss the competencies they expect from transfer students in their programs.

State-Level Initiatives

Accountability/Program Review Reports.
In 1983, the Illinois Community College Board established minimum standards for a systematic and college-wide program review process that was a major step forward in promoting program accountability. The process ensured that all community college instructional programs and student and academic support services are evaluated according to three criteria: need, cost, and quality. In 1989, the ICCB adopted cost-effectiveness and accountability as one of its major initiatives. Each year community colleges submit an Accountability/Program Review Report to the ICCB. During fiscal year 2003, colleges reviewed 131 academic, 889 career and technical, and 54 adult and developmental education programs. The results of the reviews are summarized in the report *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2003*, which will be presented to the Board at its October 2003 meeting.

Program Approval.
Requests for new programs are reviewed by ICCB staff, as well as staff of the Illinois Board of Higher Education. Recommendations for Board approval are based on an analysis of the programs's quality, cost-effectiveness, and need and, in the case of transfer programs, alignment with IAI recommendations for related majors. Staff review proposals for evidence that the curriculum will meet the needs of students, the benefits for the college and the students will outweigh the costs, and the local community or surrounding districts can support graduates of the program with related employment or that students can transfer coursework without losing credits. During fiscal year 2003, a total of 111 certificate and degree programs were approved (an increase of nearly 30 percent over the previous year), and 123 certificate and degree programs were modified significantly enough to require ICCB approval (a decrease of approximately 20 percent from the previous year).

Leadership and Core Values Initiative.
The Leadership and Core Values initiative was created through a special resolution by the Illinois Community College Board in 1997. The Board's resolution encouraged colleges to engage in discussion about values and ethics, to embrace ethical standards and practices, and to explore and develop methods for including the study of ethics and ethical decision making into teaching and the curriculum. Since 1997, the initiative has been supported by statewide institutes, professional development seminars, and grants for campus-based programs. The values promoted through the initiative have become institutionalized at colleges throughout the state. ICCB will sponsor a statewide Leadership and Core Values Institute *"Best Leadership Practices Among Community Colleges"* on January 29 and 30, 2004, in Springfield, Illinois.

Phi Theta Kappa.
In 1997, the ICCB established the All-Illinois Academic Team Program to provide statewide recognition to outstanding Illinois community college students. Phi Theta Kappa is an international honor society for two-year colleges. Five annual recognition ceremonies have been held at the rotunda of the Illinois State Capitol, where family, friends, and state senators and representatives honor the team members.

Educational Guarantees.
Nearly all Illinois community colleges offer their students educational guarantees. Baccalaureate transfer guarantees ensure that community college transfer students can transfer all of their courses to their chosen four-year college or university. If courses selected with the assistance of the

community college do not transfer, the community college will refund the tuition. The subsequent adoption of the statewide general education common core and major panel recommendations through the Illinois Articulation Initiative have greatly facilitated the implementation of transfer guarantees. Career and technical program guarantees ensure that graduates of community colleges' career and technical programs have the skills needed in today's labor market. Graduates may re-enroll in appropriate courses at no charge if they did not obtain the skills the program is designed to teach.

Career and Technical Education Follow-Up Study.
As part of the Illinois Community College System's ongoing accountability and program improvement initiatives, the colleges annually conduct a survey of program graduates. The annual ICCB *Career and Technical Education Follow-Up Study Report* provides statewide information from graduates of selected career and technical programs regarding the effectiveness of their community college experiences. Data for the report are obtained from responses to a standardized survey. The survey instrument addresses attendance, objective, education status, employment status, salary, employment start-up, geographic location of employment, and satisfaction with employment and components of the educational program completed. Such information has implications for colleges as they develop new program proposals and perform program review, in order to ensure that they stay in step with the changing job market thus providing for satisfactory employment and compensation for their graduates. Results from the Follow-Up Survey are used in program review and other accountability purposes.

Goal 6 - Productivity and Accountability

Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

Community colleges are supported by a combination of public funds (local, state, and federal), student tuition and fees, and private funds and are, therefore, accountable to many audiences. Each college has developed a system of measuring and reporting institutional productivity and cost-effectiveness to its elected board of trustees and to the residents of the district. At the state level, there are a number of initiatives and data collection systems that document the colleges' productivity and cost-effectiveness, both individually and collectively. Examples include annual enrollment/ completion reports, transfer follow-up reports, follow-up surveys of career and technical education program graduates, the unit cost study, and program review. At the federal level, performance measures have been established as part of the requirements for institutions that receive funds as training providers under the Workforce Investment Act, as providers of Adult Education and family and English as a Second Language; and as providers of career and technical education. The colleges are accountable to many external entities for the quality and productivity of the programs they offer as well. All of the colleges are accredited by the North Central Association. Many programs offered by the colleges require accreditation or approval by professional associations or regulating bodies. In cases where program accreditation is voluntary, colleges usually seek the accreditation to validate program quality and to provide their graduates with every possible advantage in the job market. Through these and other processes, the colleges are able to demonstrate accountability for the resources they receive. In addition, the information that is collected and reported is used at the local and state level to promote continuous improvement of the programs and services the colleges provide. Examples are described throughout this report.

Clearly, the colleges are having some success with these efforts. **Illinois Valley Community College** has received the Government Finance Officers Association Financial Statement Award and Association of School Business Officials Certificate of Excellence for financial reporting for the past five years, and **Waubonsee Community College** received the Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association for the fourth consecutive year. In fiscal year 2003, these colleges were two of only eight educational institutions in Illinois and 44 educational institutions in the nation to receive this award Selected examples of college initiatives regarding productivity and accountability follow.

College Initiatives

Strategic Planning and Assessment.
Although the colleges have all regularly engaged in strategic planning, this process was central to their attempts to reduce costs and address budget challenges for this year as well as for the next few years. A number of colleges reported the need for or the development of a facilities master plan. The annual planning processes of many colleges for fiscal year 2003 directly addressed the realities of shrinking budgets and acknowledged federal, state, city, and district funding crises. Many colleges use a Continuous Quality Improvement model to guide institutional planning and evaluation. Some specific examples of strategic planning initiatives and assessment processes at the colleges are as follows:

- **College of DuPage** has moved from a traditional model of accreditation to the Academic Quality Improvement Program (AQIP), a quality-based, continuous improvement model of accreditation. As part of this process, the college is creating a Systems Portfolio, a concise description of the college's fundamental systems and goals and a new Administrative Unit Portfolio process for all nonacademic units.
- **Joliet Junior College** is in the process of refining internal employee productivity through a new employee management system for administrators and professional support staff. This performance management system based on the SMART approach (specific, measurable, attainable, relevant, and time-defined) will allow the college to develop a system whereby individuals and units set annual goals within the context of institutional goals.
- **Spoon River College** has developed a Business Process Redesign (BPR) system in order to improve existing processes and utilize their technology investments. The BPR teams review current processes and systems and develop a critical issues list, which then becomes the improvement goals. These goals help to redesign the processes and systems to make necessary improvements and to streamline access and functions.

Restructuring to Streamline and/or Achieve Economics.
The need to streamline, realign, and conserve resources played a key role in the college's strategic planning for fiscal year 2003 because of state budget cuts. At the same time, colleges were needing to reassess functions because of increased enrollments. Some examples of recent innovations in restructuring and streamlining by the colleges are as follows:

- **Illinois Central College** decided not to fill to administrative positions which were vacated by retirements. In an effort to reduce the bureaucracy in their administrative structure and to increase efficiency, existing staff were empowered with decision making responsibilities or received additional duties that were formerly conducted by the vacated positions.
- **Lincoln Land Community College** adopted a process for maximizing average class size, establishing parameters for ideal class size for better planning and instructional delivery. This process allowed for flexibility in scheduling in the regional education centers in order to assure that students at the centers had equal access to class offerings.
- **Wilbur Wright College** reorganized every aspect of its counseling, advising, admission and transfer services in order to increase efficiency and improve their use of space. The new Student Academic Success Center brings all those functions into the same office as well as incorporates services for immigrant/international students, transcript evaluations, referrals to social service agencies, adult education/GED and ESL programs, and student recruitment.

Technology to Increase Productivity and/or Accountability.
In their attempts to reduce costs and streamline functions, technology played an increasingly important role in the administration of the colleges. Improvements involving the increased use of technology provide more access to services to students and help to centralize operations and leverage resources. Some examples of increased use of technology include:

- **William Rainey Harper College** moved credit registration and payment to the Web and implemented online ordering of textbooks from the bookstore. Web registration/payment and online ordering of textbooks have expanded the times the services are available to students while improving the efficiency of college business processes.

- **Olney Central College** is converting all archived student files into digital format, eliminating the need for storage of these files and making it possible to retrieve information to respond to student requests much faster than previously.
- Through their Student Online and Application Registration System (SOARS), **Harold Washington College** has successfully implemented the districtwide goal of online registration into its administrative practices.
- Recent modifications to **Triton College's** degree/certificate Audit Program have enhanced the development of a system to identify and encourage students who have or are near degree/certificate completion. The enhancement also has allowed improvements to be made to the on-line presentation of degree/certificate audit for staff and students by making the program more interactive and providing students with alternative curriculum choices based on past course completion. Preliminary results indicate a significant increase in student graduate success, especially in the less than 15 credit hour certificate category.

Curriculum Revisions, Consolidations, and Eliminations.
When assessing and reviewing their program offerings, community colleges look to the relevance of the program for both students and employers and cost-effectiveness for the college. The colleges use program review to identify program areas and course offerings that are no longer viable because of low enrollments or because of the college's ability to offer a quality program at a reasonable cost to the students. Through the process of ICCB Program Review, a large number of programs are revised, modified, consolidated, or eliminated each year. The annual program review for fiscal year 2003 included 889 occupational, 131 academic, and 54 adult and developmental programs. The number of occupational programs reviewed in fiscal year 2003 represents a significant increase over the number reviewed in previous years. As a result of the fiscal year 2003 review, 668 programs were continued with minor improvements while 221 programs were significantly modified, discontinued, or scheduled for further review. During fiscal year 2003, colleges created 234 new occupational programs.

Increased Productivity through Maximizing Resources.
Another way of reducing costs and increasing productivity is by maximizing instructional and operational resources. The colleges continue to make use of partnerships with other colleges and universities, such as using cooperative agreements to make more programs available to students while keeping costs affordable. Many community colleges provide baccalaureate completion programs on their campuses through agreements with four-year colleges and universities. The community colleges are also active participants in the state's ten Regional Consortia, the Illinois Prairie Internet Consortium, and the Illinois Community Colleges Online, all of which make use of distance learning technologies to increase the number of courses and programs available to students. The Southern Illinois Common Collegiate Market (SICCM), a consortium of five colleges from the southern region of the state, continues to be an essential partnership to provide increased access to programs for students of the southern region. In addition, business partnerships are essential for industry expertise, curriculum development, and instructional resources. The colleges have had to rely more heavily on securing external funds to support program development and innovations. Such external funds typically take the form of grants, donations from business partners, and fund raising activities. Some examples are as follows:

- **Kennedy-King College's** Automotive Technology Program continued its partnership with Chicago Youth and Adult Training Center (CYATC) which also includes participation by

Ford Motor Company and the area Ford and Lincoln dealers. This program trains at-risk youth to work as light maintenance technicians at Ford and Lincoln dealerships.

- **Frontier Community College** purchased a 38,000 square foot building to serve as a workforce development center. The purchase of this building was a cooperative effort of the City of Fairfield, the Frontier Community College Foundation, Illinois Eastern Community Colleges, Frontier Community College and Fairfield National Bank. While none of the entities could individually purchase the building, it was made possible through a partnership, increasing services to the residents of the district through expanded offerings of vocational training programs.

State-Level Initiatives

Recognition.
The ICCB has a statutory responsibility to review the recognition status of colleges on a five-year cycle. A streamlined recognition process has been implemented to take advantage of the substantial amounts of information the colleges provide to the ICCB on a routine basis and rely less on information gathered through on-site visits to college campuses. ICCB staff make financial audit visits to each college and the results of the audit are included in the material reviewed for recognition. Evaluations have been broadened to include quality indicators in addition to compliance standards. During fiscal year 2003, the recognition status of the following colleges was reviewed: City Colleges of Chicago, Highland Community College, Illinois Valley Community College, Joliet Junior College, Kankakee Community College, Kishwaukee College, and William Rainey Harper College. Staff recommendations regarding the recognition of these colleges were presented to the Illinois Community College Board and approved (recognized) in May and June 2003.

Strategic Plan Implementation.
During fiscal year 2003, the ICCB remained committed to the tenets of the *Promise for Illinois*. The *Promise* is a forward-looking strategic plan that provides a focus for the Illinois Community College System for the first decade of the new millennium.

ICCB Databases and Related Reports.
ICCB has developed a comprehensive Management Information System and maintains large administrative databases containing detailed information about students, faculty and staff, curricula, courses, facilities, fiscal matters, etc. ICCB staff use this information to produce regular reports on enrollments and completions, student transfer, faculty and staff salaries, unit cost for instructional delivery, and others that provide statewide accountability, as well as valuable information for the colleges to use. The databases are also instrumental in meeting state and national reporting and outcomes assessment requirements.

PART B: STATUS REPORT ON COMMUNITY COLLEGE ASSESSMENT EFFORTS

Assessment is an essential tool to ensure student learning and the continuous improvement of instruction. Pledge Five in the Illinois community college system's strategic plan, *Promise for Illinois*, states that Illinois community colleges will "emphasize high quality in all programs, services, and operations." Similarly, Goal 5 of the Illinois Board of Higher Education's *Illinois Commitment* states, "Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning." The same goal also states, "By 2004, all academic programs will systematically assess student learning and use assessment results to improve programs." Following is a summary of information the community colleges provided to indicate their progress in implementing this goal.

As reported in the *2002 Accountability/Productivity Report for Illinois Community Colleges*, all of the colleges have developed institutional assessment plans. The vast majority of the colleges have made significant progress in implementing their plans, although a few reported that assessment plans and/or implementation time lines have been substantially revised due to changes in administrative structure and/or staff over the past year. A number of colleges used the Higher Learning Commission's *Assessment Culture Matrix* to rate their assessment efforts. The majority of the colleges that used the matrix rated themselves at level 2 (making progress in implementation of assessment programs) overall. Resources and administrative support for the implementation of assessment plans was consistently rated at level 3 (maturing stages of continuous improvement), the highest level, while most other areas of the matrix were rated at level 2. The notable exception was student knowledge and responsibility, which was most often rated at level 1 (beginning implementation of assessment programs). Colleges reported a number of approaches to address this area, including publishing information about the college assessment plan in the college catalog and other publications, identifying learning objectives and assessment methods in course outlines, and providing information about learning outcomes during student orientation. For example, **Shawnee Community College** uses the college orientation course to provide students with information on the college assessment plan and the portfolio process.

All of the colleges reported that responsibility for the assessment of student learning has been integrated into the administrative structure of the institution, most often through a staff position or an administrative unit with a title that clearly identifies the focus of responsibility for assessment. In addition, all colleges utilize one or more faculty/staff committees to move assessment plans forward. Assessment committees commonly interface with institutional strategic planning and/or budget processes.

Colleges are most likely to have comprehensive program assessments in place for career and technical programs. Most colleges have implemented assessment of at least some components of the general education program. The colleges have acknowledged that program-level assessment for transfer programs is the most challenging, and many of them are tying assessments of academic disciplines to the assessment model for general education. Following is more detailed information regarding the status of assessment for career and technical programs and general education/transfer programs.

Career and Technical Programs

Many career and technical programs prepare students for regulated and/or licensed occupations or for occupations where voluntary industry-defined certifications are available to students. Where they exist, these external mandatory or voluntary licenses and certifications provide a meaningful form of program-level assessment. The programs most commonly identified as having comprehensive assessments were those that prepared students for some type of external examination. Examples include nursing, allied health, truck driving, and real estate, which require licensure; and, information technology, protective services, automotive repair, hospitality, and banking, which offer industry/professional certifications. Other assessment approaches utilized for career and technical programs include capstone experiences such as internships, clinicals, or practica that allow students to demonstrate their mastery of and ability to apply program content. Several colleges are beginning to focus on the assessment of cross-cutting competencies for all career and technical students. Specific examples follow:

- At **Joliet Junior College**, the Curriculum Committee voted to require all departments to satisfy their general education requirements for the Associate in Applied Science degree from outside of their major department. The purpose was to develop a wide range of "integrated" curricula to integrate the philosophy of general education with the practical application in occupational fields. The "Integrated General Education Task Force" will help develop the standards and monitor the progress in a series of new courses designed to bridge the gap between theory and application. Likewise, **Parkland College**'s Center for Excellence in Teaching and Learning plans to host discussion groups looking at blending general education courses and career/technical courses.
- **Rend Lake College** intends to identify an assessment that will apply to common outcomes for all career and technical programs. The college is considering using ACT WorkKeys as a pre- and post-test.
- **Richard J. Daley College** utilizes faculty grading teams that collect samples of work from selected transfer and career and technical classes at the end of each semester. The teams grade the samples using an established rubric, and the aggregate results and recommendations are distributed to the Institutional Effectiveness Committee and to all faculty. As a result of this process, the curriculum can be enhanced to improve student learning. For example, as a result of a recommendation from the oral communications grading team, oral presentations have been added to general education courses in biology, English, geography and humanities and are encouraged in business, child development, and criminal justice career and technical courses.

Many colleges reported excellent pass rates for career and technical students on licensing exams as an indicator of quality instruction. Pass rates often exceeded fiscal year 2002 rates, as well as national and state averages. Following are selected examples:

- **Kishwaukee College** received the ICCB *Forum for Excellence Performance Award* for 2002 in the Postsecondary Perkins Program Accountability category. The College was recognized for having the highest performance in the state for fiscal year 2002 in three core indicators of performance: Academic Skill Attainment, Occupational Skill Attainment, and Program Completion.

- **Parkland College**'s Cooperative Learning Center in collaboration with department chairs offered group classes for 25 dental hygiene students to prepare them for their certification exams. Students developed their own study guide to use for the final exam and state certificate exam with the result of a 98-100 percent pass rate.
- One hundred percent of graduates of **Lewis and Clark Community College**'s Dental Assisting Program passed the Dental Assisting National Board Examination. In addition, the Dental Hygiene Program has been recognized for its superior instruction, program curriculum and its outstanding graduates. The trend continued as the December 2002 graduating class passed the National Board Dental Hygiene Exam with a 94 percent pass rate. The national average is 90 percent.

General Education/Transfer Programs

All colleges reported that learning outcomes have been identified for general education, and most have identified tools to assess student achievement of the identified outcomes. The level of implementation ranges from pilots that address one or more components of the general education program to full implementation of a comprehensive assessment. A number of colleges have also revised course syllabi to identify the general education goal(s) addressed by the course and the method that will be used to assess student attainment of the goal(s). The most common assessment methods being utilized include common exit examinations for core or key general education courses or sequences of courses, portfolios, pre- and post-tests at the course or program level, and standardized tests such as the ACT CAAP. Colleges also collect data on the number of students who transfer to other institutions in a related major and the academic performance of students after transfer. Specific examples of efforts to assess student learning in general education/transfer programs follow:

- At the district level, **City Colleges of Chicago** has implemented an initiative to develop common exit competencies in all introductory general education courses. The process is mature enough in English and mathematics to use item analysis tied to major course objectives. Faculty utilize the data to determine adjustments needed in course content to improve student learning on specific objectives.
- For five years, **Oakton Community College** has selected classes with a high number of students that have earned 30 or more semester credit hours at Oakton. Students in those classes are asked to write responses to prompts that address selected general education objectives for writing and one other area, selected each year. Faculty read and score the samples using an established rubric. This year, the process was revised to evaluate objectives related to speech and the ability to work in teams. The college also annually surveys transfer program alumni that have been away from the college for one to three years and examines transfer information using the National Student Clearinghouse Enrollment program.
- **Heartland Community College** utilizes a course-embedded process that focuses on the top 27 credit-generating general education classes. A common artifact is collected from all students in every section of the identified courses. Artifacts are assessed by faculty from outside the discipline using an established rubric. The college believes the process provides a venue for groups of faculty that teach the same course to set collective goals and share best practices.
- **John Wood Community College** piloted a portfolio assessment in key general education classes during fiscal years 2002 and 2003. Based on the results of the pilot, the college

Board of Trustees has adopted a plan to require all students seeking transfer degrees to submit a portfolio as partial fulfillment of requirements to receive a degree.

- **Kishwaukee College** has a well-established portfolio requirement for all graduates of transfer programs. Each year there is a different area of focus identified for the portfolios. For fiscal year 2004, the focus will be writing across the curriculum in general, and specifically improved student ability to appropriately use and cite sources in research papers.

Use of Assessment Results for Improvement of Teaching and Learning

Community colleges routinely collect data from multiple qualitative and quantitative measures to assess programs and student learning, including completion rates, persistence, GPA, test scores, portfolios, capstone courses, internships/clinicals/practica, graduate and employer surveys, and UI wage data. While the data in and of themselves are valuable tools to document student learning outcomes, their aggregate value is in their use for program improvement in order to support high student achievement. Faculty have been doing assessment at the course level and using the results for improvement of student learning for years. What was often lacking was a systematic method to regularly document the assessment results and utilize them for systemic improvement of teaching and learning. A number of colleges have added an assessment component to institutional program approval and program review processes, and some go a step farther and tie assessment results and related recommendations to the annual budget process and/or to institutional strategic planning. Examples of other approaches colleges are using to create an assessment loop follow:

- **Olive-Harvey College** requires an annual report from each academic department and career and technical program. The report addresses five questions: (1) What is the purpose of the program? (2) What should students know and be able to do as a result of completing the program? (3) How was student knowledge and skill measured? (4) What are the results for the measures? (5) What are the recommendations for program revisions and related budget requests, if any.
- **College of DuPage** developed a tool to guide discipline faculty in defining discipline goals and developing measurable learning objectives, including at least one common measure that documents evidence of competence.
- **Black Hawk College** has taken several steps to ensure that assessment is institutionalized. All Department Chairs were appointed to the Faculty Senate's Student Learning Committee to provide a structural commitment to assessment at the program level and to formally recognize their role as instructional leaders. There are collegewide guidelines for learning-centered syllabi. Applicants for faculty positions are asked to demonstrate ways they would measure student learning.
- **Prairie State College** examined results from on-going assessment efforts and found a common denominator: students are increasingly coming to the college academically under-prepared. As a result, a decision was made to involve the entire institution in supporting developmental learners in order to increase student success and retention. Four major activities are planned to reach the goal: enhance the pedagogy and curriculum in developmental courses; establish learning communities; develop a student tracking and response system; and provide professional development to support faculty work in all of these areas.

Support for Assessment

Colleges that utilized the Higher Learning Commission's *Assessment Culture Matrix* indicated that institutional support for assessment is generally at the highest level of implementation. The most common ways in which colleges support the development and implementation of meaningful assessment programs include resources to support faculty and staff attendance at conferences, in-service programs offered by Teaching/Learning Centers, assessment webpages and newsletters, reassigned time for faculty, support from research departments for data analysis and reporting, departmental assessment projects, and mini-grants to support pilot projects. The college reports also acknowledged that it is critical to foster buy-in from faculty and provided innovative ways to encourage faculty ownership of the process.

- At **Kaskaskia College**, three faculty members have team taught an assessment class each semester for the past two years. Faculty can enroll in the class at no cost and can use the course toward incremental salary increases as specified in the college bargaining agreement.
- **Moraine Valley Community College** initiated an Adjunct Advancement Program. Instructional development modules were developed to increase adjunct faculty's connection to the college and further develop their skills at all levels of instruction including the assessment of student learning. Likewise, **Kankakee Community College** has a faculty development process for new and part-time faculty to promote mastery of prescribed lessons on teaching, learning, and assessment.
- **Lake Land Community College**'s outcomes assessment website provides the faculty with references, PowerPoint presentations, schedules of workshops and conferences, time lines, and links to other assessment resource sites. An assessment newsletter provides faculty with examples of successful assessment plans and assessment methods.
- **Black Hawk College** held an eight-week classroom assessment techniques class. Collegewide and departmental "conversations on learning" focused on assessment topics. The college is exploring a portfolio process to assess learning gains for Associate in Arts and Associate in Science students.

Next Steps

All the colleges described plans to have comprehensive assessments in place for all general education/transfer and career and technical programs, and are moving forward with them. A number of colleges include student services in their plans as well. For most colleges, the implementation of comprehensive assessments at the course and program level is well underway and the focus is moving to closing the feedback loop for program improvement to create a systemic approach to assuring the quality of teaching and learning. At the state level, an assessment component will be added to applications for new programs to ensure that measurable outcomes of student learning are part of program development. Colleges will also be asked to address the assessment of student learning and the use of the results for program improvement in the program review summaries that are submitted to ICCB annually. Finally, assessment of student learning will be a continuing topic of discussion with the college chief academic officers and career administrators to share best practices and identify the most effective ways to support the implementation of comprehensive assessment programs.

SUMMARY AND CONCLUSION

Illinois' 39 community college districts and one multi-community college center play a vital role in the state's educational and workforce preparation system by providing access to nearly one million students each year. Individually, the colleges provide programs and services tailored to meet the needs of their districts. Collectively, the colleges provide affordable access to a diverse student population through transfer and career and technical education programs, adult education and literacy programs, customized workforce training, and other programs and services that enrich the lives of Illinois' citizens. The Results Reports for fiscal year 2003 provided continuing evidence of the individual and collective accountability the colleges and the Illinois Community College Board demonstrate through their use of both human and fiscal resources to provide programs and services that support the statewide goals for higher education in a manner consistent with the vision of the *Illinois Commitment* and the *Promise for Illinois*.

As the Illinois Community College System continues to work toward fulfilling the *Illinois Commitment* and the *Promise* in an economic environment of limited resources, the challenge will be to do more with less. The colleges and the system remain committed to maintaining quality and accountability through increased efficiencies, partnerships, and innovative programs and services which will be documented in future Results Reports.

Illinois
Community College
System

RESULTS REPORT

Fiscal Year 2003

Part II

Report on Performance Indicators for Higher Education

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ILLINOIS COMMUNITY COLLEGE SYSTEM
RESULTS REPORT PART II
Fiscal Year 2003

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ILLINOIS COMMUNITY COLLEGE SYSTEM
RESULTS REPORT PART II
Fiscal Year 2003

Introduction

The nation 's community colleges, maintain a unique position in providing and validating general and specific skills by offering a comprehensive set of academic and vocational credentials. In addition, they provide accessible internal pathways between education and training functions. The nation's comprehensive community colleges also provide direct links both to additional higher education through their transfer programs, and to business through their training functions. Carnevale, Anthony P., & Desrochers, Donna M. (2001) *Help Wanted... Credentials Required: Community Colleges in the Knowledge Economy*. Page 9.

The Performance Indicators for Higher Education project is an additional accountability initiative to further document a series of important outcomes for Illinois higher education. Comprehensive community colleges furnish education and training to meet the diverse needs of the communities they serve. Measuring the array of courses, programs, and services provided requires a variety of complementary quality assurance and accountability initiatives, including the course and program approval processes, program review, Recognition, underrepresented groups reporting, Career and Technical Education Follow-up Study reporting, the Transfer Assembly Transfer Rate project, the Uniform Financial Reporting System, Unit Cost Study reporting, and other financial reporting including audits, the Comptroller's Office Public Accountability Initiative entitled Service Efforts and Accomplishments, Integrated Postsecondary Data System reporting, Perkins Postsecondary Performance Measure reporting, Workforce Investment Act Title I outcomes reporting, the National Reporting System for Adult Education and Family Literacy performance reporting, etc. Additionally, individual community colleges actively participate in regional institutional accreditation through the North Central Association, as well as program-specific accreditation as another means of documenting the quality of their programs and services.

Similarities exist between the Performance Indicators for Higher Education project and the earlier Illinois Community College System Performance-Based Incentive System (PBIS). PBIS included both statewide measures and a district-based component with an overarching goal to improve teaching and learning. The initiative was funded for three years and continued for the planned five year time frame. Altogether, the six statewide goals/measures received a 60 percent weighting and each institution earned points or received capitation allocations — a specific amount for each student who met a specific criterion — based on performance. State measures included the following. Quality of instructional and support services as measured by student satisfaction (12 points). Student educational advancement as measured by certificates or degrees earned, student transfer, or continued pursuit of educational goals (capitation). Student attainment of workforce/business and industry goals as measured by employment or continued pursuit of educational goals (capitation). Students pursuit of upper-division coursework and baccalaureate degrees as measured by the number of students transferring (capitation). Service to the population within a district as measured by the percent of citizens enrolled in courses (8 points). Academically disadvantaged student success as measured by remedial education course completion rates (8 points). The district-based component received a 40 percent weighting and was designed to reflect autonomy, mission differentiation, and community needs. College officials chose from one of three areas to focus their local PBIS

initiatives on over the five-year time span: Responsiveness to Local Need, Technology, or Workforce Development.

For the current Performance Indicators for Higher Education project, the Illinois Board of Higher Education (IBHE) passed a motion at its December 2001 meeting to establish performance measures that promote and advance implementation of the goals of higher education. Hence, the performance indicators are structured around the goals in the IBHE's *Illinois Commitment*. The pledges in the Illinois Community College System's *Promise for Illinois* intentionally compliment these goals.

The goals of the Illinois Commitment include:

- *Economic Growth* – Sustaining strong economic growth.
- *Partnership with P-12 Education* – Improving teaching and learning through partnerships with K-12 schools.
- *Affordability* – Keeping college costs affordable.
- *Access and Diversity* – Increasing access to college, and campus diversity.
- *High Expectations and Quality* – Holding students and institutions to high expectations.
- *Productivity and Accountability* – Improving productivity, cost-effectiveness, and accountability.

Illinois Community Colleges Pledge to:

- Address workforce development needs with flexible, responsive and progressive programs.
- Offer rigorous courses and programs designed for college and university transfer.
- Expand adult education and literacy programs necessary for individuals and families to have high-quality work and life in Illinois.
- Equip Illinois residents with the technology skills they need to be successful in the 21st century.
- Emphasize high quality in all programs, services, and operations.
- Deliver affordable learning opportunities to the doorstep of Illinois residents.
- Model and promote leadership and ethical decision making.

In January 2002, a Performance Indicator Advisory Committee was established to provide input and guidance to the project. The working group includes twelve representatives from Illinois community colleges, public universities, and private institutions. Three levels of indicators were developed by the group: Statewide Indicators – assess the performance of Illinois' system of higher education as a whole; Common Institutional Indicators – related to the statewide goals for higher education, and reported on by all institutions and; Mission Specific Indicators – which pertain to each institution's unique role and mission within the overall context of higher education's goals. The Performance Indicators Advisory Committee assisted in initiative development – including technical measure definition – and implementation of the common institutional and statewide indicators. Work group meetings were conducted periodically throughout calendar year 2002 with final recommendations accepted at the IBHE's February, 2003 meeting. The Performance Indicators Advisory Committee met a few times up to the publication of this report during calendar year 2003 to review statewide materials.

A series of guiding principles was developed by the group including the following. To the extent possible, indicators should use existing/established data sources, measures, and reporting activities in an effort to minimize the additional reporting burden on colleges. Performance indicators are expected to remain in place for several years to provide fixed targets as institutions identify, implement, and evaluate program improvement strategies and outcomes. At the same time, a need for further refinement of selected measures may emerge. Hence, continuity in the measures and measurement approaches will be sought with the understanding that the project will evolve as all parties gain additional experience with this particular outcome reporting initiative.

Community colleges reported on common and mission-specific institutional indicators in their annual results reports. Information was also provided on goal setting strategies being developed at the local level for the common institutional measures.

The following paragraphs contain summary information about state and common performance indicators. Selected state and common institutional goal areas are being addressed most directly in the first year of this initiative – Economic Growth; Access and Diversity; and Productivity and Accountability. To provide context, external benchmarks and points of reference are cited whenever possible. Available comparative information is reported. In national reporting these data are less timely than what is available at the state level. Additionally, sample items that were among the most popular mission specific measures selected by community colleges are briefly reviewed. As anticipated, for Mission Specific reporting the colleges chose a wide variety of performance indicators to focus on in their reports. Highlights of the goal setting strategies being developed at the local level for the common institutional measures are also provided.

STATEWIDE AND COMMON INDICATORS

Percent of Degree/Certificate Recipients Either Employed or Enrolled in Further Education (1C1)

This indicator provides one measure of a college's success in preparing completers to enter the workforce or pursue further specialized education or training. Based on the 3-year average from fiscal year 2000 to 2002, **over 9 out of 10** (92.1 percent) occupational graduates from Illinois community colleges were either **employed or enrolled in further education** within one year of graduation. For Illinois, the source of data for this measure is the annual occupational follow-up survey.

The statewide weighted average for this measure decreased slightly (0.9 percent) over the five year period between 1998 - 2002 (92.2 percent to 91.3 percent) but remained at a relatively high level. Some of the variability may be linked to the programs reported on in a given year. In recent years there have been several colleges which exhibited notable increases in the proportion of graduates who were either employed or enrolled in further education within one year of completion. Spoon River College saw an increase of 20.0 percent from 2000 to 2002. Olive-Harvey College had an increase of 15.0 percent during the same timeframe. Shawnee registered an increase of 14.3 percent from 1998 to 2002. Harper College had increases of 5.3 percent, 9.2 percent, and 6.6 percent for its 1-year, 2-year, and 5-year trends, respectively.

Graduate follow-up studies among community colleges are common across the country but there is no nationwide standardized process so mythological differences exist. Statewide results from Texas and Wisconsin for their 2001 graduates provide useful points of reference. These data reflect similar information to the 2002 follow-up of 2001 graduates conducted in Illinois. According to the Texas Higher Education Coordinating Board's Community and Technical Colleges Division (75 colleges), 90 percent of the state's graduates located either employment or additional education in the one year follow-up based on the statewide Automated Student and Adult Learner Follow-up System. Longer term follow-up results from Texas with supplemental reporting yielded 95 percent placement in employment or education for workforce program graduates. Statewide Wisconsin Technical College System (16 districts) one-year follow-up results for 2001 graduates show a 90 percent rate of employment or continuing education. Illinois' employment and continuing education results are competitive with outcomes achieved in Texas and Wisconsin.

Annual Number of Community College Graduates By Broad Field of Study (1S3)

Community colleges offer specialized education and training programs in a wide variety of academic and occupational areas. There are over 240 occupational programs designed to meet particular workforce needs. Extensive review and analysis of individual programs occurs through the Illinois Community College System's occupational follow-up study and program review analysis. In the following paragraphs broad college-level program clusters are used to give an overview of graduation patterns. The following categories are used in the analysis:

- Pre-Baccalaureate Transfer
- Education
- Agriculture
- Business
- Engineering Related
- Health Science
- Public and Protective Services
- Trade and Industrial
- All Other Programs

The clusters are slightly different than those used with universities to better capture the variety of education and training programs offered in the community college sector. Since community colleges, for the most part, do not offer specific discipline pre-baccalaureate transfer degrees, data for transfer students planning to major in education, agriculture, business, etc. are included in the pre-baccalaureate transfer cluster. The other clusters reflect only those students enrolled in career and technical education programs with the exception of Associate of Science in Engineering with is included in the engineering-related cluster.

Pre-baccalaureate Transfer.
Pre-baccalaureate transfer programs account for approximately **one-third of all graduates** over the last several years. Providing convenient and cost effective access to the first two years of a baccalaureate degree remains a central and vital component of the community college mission. The number of graduates who completed pre-baccalaureate programs has gradually decreased (-4.6 percent) over the past five years from 13,286 in 1998 to **12,676 in 2002**. The number of pre-baccalaureate completers showed little change (-0.9 percent) from 2001 to 2002 Colleges that saw substantial gains during the five-year period of 1998 to 2002 were John Wood Community College (69.2 percent; n = 181 in fiscal year in 2002), Heartland Community College (56.6 percent; N = 390), Illinois Valley Community College (31.6 percent; N = 321), and Morton College (27.0 percent; N = 127). Colleges showing considerable gains from fiscal year 2001 to 2002 were John Wood Community College (48.4 percent; N = 181), Kennedy-King College (30.3 percent; N = 86), Frontier Community College (30.2 percent; N = 56), and Rend Lake College (30.0 percent; N = 234). In this analysis pre-baccalaureate transfer includes AA, AS, AA&S, AFA, and AGS degrees and two-digit CIP code 24.

Education.
The number of graduates who completed education programs has remained relatively unchanged (-0.7 percent) over the past five years varying from 902 in 1998 to **896 in 2002.** Short term, the number of education completers increased from 2001 to 2002 (27.3 percent). Colleges that saw substantial gains during the five-year period of 1998 to 2002 in education graduates were Elgin Community College (375.0 percent; N = 57 in fiscal year in 2002), Malcolm X College (78.6 percent; N= 50), Kennedy-King College (69.2 percent; N = 44), Lake Land College(63.0 percent; N = 44), and Richland Community College (44.0 percent; N = 36). The same colleges showed considerable gains from fiscal year 2001 to 2002 as well: Elgin (1800.0 percent; N = 57), Lake Land (100.0 percent; N = 44), Richland (63.6 percent; N = 36), Kennedy-King (41.9 percent; N = 44), and Malcolm X (35.1 percent; N = 50). Education Programs include two-digit CIP code 13 and 4-digit CIP code 2002.

Agriculture.
Agriculture is an important component of the Illinois economy. Community college agricultural program graduates increased by 19.8 percent over the past five years from 612 in 1998 to **733 in 2002.** This increase supercedes the overall increase of 12.8 percent for all graduates during the same time period. Similarly, the number of agriculture completers rose 14.4 percent from 2001 to 2002, while the increase for all graduates was 1.4 percent. Colleges that saw substantial gains in agricultural program completions during the five-year period of 1998 to 2002 were Rend Lake College (200.0 percent; N = 51 in fiscal year in 2002), Southeastern Illinois College (90.0 percent; N = 57), Kaskaskia College (56.5 percent; N = 36), Kishwaukee College (49.0 percent; N = 73), Lake Land College (42.9 percent; N = 90), and College of Lake County (40.9 percent; N = 31). Colleges showing considerable gains from fiscal year 2001 to 2002 were Lake County (342.9 percent; N = 31), Kishwaukee (49.0 percent; N = 73), Rend Lake (45.7 percent; N = 51), Joliet Junior College (35.6 percent; N = 61), and Southeastern (32.6 percent; N = 57). Agriculture programs include two-digit CIP codes 01, 02, and 03.

Business.
Business program graduates grew by 33.9 percent over the past five years from 4,505 in 1998 to **6,031 in 2002.** This increase greatly exceeds the overall increase of 12.8 percent for all graduates during the same time period. Similarly, the number of business completers rose 9.4 percent from 2001 to 2002, while the increase for all graduates was 1.4 percent. Colleges that saw substantial growth in the number of business graduates during the five-year period of 1998 to 2002 were Daley College (447.3 percent; N = 301 in fiscal year in 2002), Heartland Community College (311.8 percent; N = 70), Olney Central College (238.9 percent; N = 61), Rend Lake College (186.2 percent; N = 83), Southwestern Illinois College (156.3 percent; N = 428), and Highland Community College (150.0 percent; N = 45). Colleges showing considerable gains in the number of business program graduate from fiscal year 2001 to 2002 were Spoon River College (168.4 percent; N = 51), Truman College (75.0 percent; N = 84), Daley College (69.1 percent; N = 301), Southwestern Illinois College (58.5 percent; N = 428), Kishwaukee College (55.8 percent; N = 67), and Olive-Harvey College (53.8 percent; N = 40). Business programs include the two-digit CIP code 52.

Engineering Related.
Engineering-related program completions increased by 3.0 percent over the past five years from 1,137 in 1998 to **1,171 in 2002.** The number of all graduates during the same time period increased by 12.8. The number of engineering completers increased by 15.9 percent from 2001 to 2002, while the increase for all graduates during the same time period was only 1.4 percent. Colleges that saw substantial increases in Engineering-related completions during the five-year period of 1998 to 2002 were Rend Lake College (345.5 percent; N = 49 in fiscal year in 2002), Elgin Community College (310.7 percent; N = 115), John A Logan College (137.9 percent; N = 69), Oakton Community College (77.8 percent; N = 48), and Lincoln Trail College (52.8 percent; N = 55). Colleges showing considerable growth from fiscal year 2001 to 2002 included Wright College (850.0 percent; N = 38), Elgin (379.2 percent; N = 115), Logan (146.4 percent; N = 69), Rend Lake (36.1 percent; N = 49), and Lincoln Trail (34.1 percent; N = 55). Engineering-related programs include the Associate in Engineering Science (AES) degree and two-digit CIP codes 14 and 15.

Health Science.
The number of graduates in health science programs increased substantially (21.4 percent) over the past five years from 6,815 in fiscal year 1998 to **8,272 in fiscal year 2002** (compared to an increase

of 12.8 percent for all graduates during the same period). The number of health science program completers increased slightly (1.2 percent) between fiscal year 2001 and 2002. This rate is very close to the 1.4 percent increase for all graduates. Colleges that had substantial gains during the five-year period of fiscal years 1998 to 2002 include Wilbur Wright College (510.2 percent; N = 299), Lincoln Land Community College (328.1 percent; N = 488), and Frontier Community College (282.9 percent; N = 134). Colleges with significant health science program graduate increases over the one-year span include Richard J. Daley College (135.7 percent; N = 165 in fiscal year 2002), Frontier Community College (112.7 percent; N = 134), and Southwestern Illinois College (62.8 percent; N = 394). Health programs include two-digit CIP code 51.

Public and Protective Service.
The number of graduates in public and protective service programs has decreased (-22.8 percent) over the past five years from 1,240 in fiscal year 1998 to **957 in fiscal year 2002** (compared to an increase of 12.8 percent for all graduates during the same period). Likewise, the number of public and protective service program completers decreased (-9.5 percent) from fiscal years 2001 to 2002. This rate is in contrast to the 1.4 percent increase for all graduates. Colleges that had substantial gains during the five-year period of fiscal years 1998 to 2002 include Lincoln Land Community College (181.8 percent; N = 93), Joliet Junior College (24.2 percent; N = 41), and Moraine Valley Community College (20.4 percent; N = 65). Colleges with significant increases over the one-year span include Lewis and Clark Community College (100.0 percent; N = 30 in fiscal year 2002), Lincoln Land Community College (50.0 percent; N = 93), and Joliet Junior College (24.2 percent; N = 41). Public and protective service programs include two-digit CIP codes 43 and 44.

Trade and Industrial.
The number of graduates in trade and industrial programs has increased substantially (59.5 percent) over the past five years from 2,805 in fiscal year 1998 to **4,475 in fiscal year 2002.** This rate is much higher than the 12.8 increase for all graduates during the same period. Short term, the number of trade and industrial program completers decreased by almost nine percent from fiscal years 2001 to 2002. The rate is below the 1.4 percent increase for all graduates. Colleges that had substantial gains during the five-year period of fiscal years 1998 to 2002 include Harold Washington College (9,350.0 percent; N = 378), Olney Central College (541.7 percent; N = 77), and Spoon River College (525.0 percent; N = 50). Colleges with notable increases over the one-year span include Elgin Community College (162.8 percent; N = 297 in fiscal year 2002), Richard J. Daley College (152.4 percent; N = 53), and Lincoln Trail College (144.1 percent, N = 83). Trade and industrial programs include two-digit CIP codes 46, 47, 48, and 49.

All Other Program Graduates.
This indicator provides information about community college-educated individuals completing programs besides pre-baccalaureate transfer, agriculture, business, education, engineering-related, health sciences, public and protective services, and trade/industrial. The number of graduates in the all other category has increased by 15.7 percent over the past five years (compared to an increase of 12.8 percent for all graduates during the same period). The number for graduates in the all other category increased slightly (3.1 percent) from fiscal years 2001 to 2002 (N = **3,735**). This rate is close to the 1.4 percent increase for all graduates. Colleges that had sizable gains during the five-year period between fiscal years 1998 and 2002 were Rend Lake College (368.8 percent; N = 75), Black Hawk College (293.5 percent; N = 122), and Lake Land College (275.0 percent; N = 240). Colleges with substantial increases over the one-year span include Black Hawk College (149.0

percent; N = 122 in fiscal year 2002), Parkland College (80.0 percent; N = 36), and Elgin Community College (79.0 percent; N = 145).

Completions by Race/Ethnicity, Disability Status, and Gender (4C1)

The completions by race/ ethnicity, disability status, and gender indicators are included as a measure of the success of Illinois higher education in graduating students from underrepresented groups.

Individuals with Disabilities Completions (4C1).
Across the Illinois community college system, just **over 850 individuals with disabilities graduated in fiscal year 2002** which represents approximately 2.2 percent of all graduates. Statewide the number of students with disabilities who graduated in fiscal year 2002 increased by 25.8 percent compared to the previous year (N = 679 in 2001; N = 854 in 2002). Longer term – from fiscal year 1998 (N = 705) to fiscal year 2002 – the statewide total increased by 21.1 percent. In fiscal year 2002 the College of DuPage (N = 124) reported the largest number of individuals with disabilities who graduated. Community colleges with substantial gains in the number of graduates with disabilities from fiscal year 2000 to 2002 who had at least 30 completers with disabilities in the latest data included: Lewis & Clark Community College (385.7 percent), South Suburban College (227.3 percent), Moraine Valley Community College (94.7 percent), Parkland College (14.3 percent), and Southwestern Illinois College (14.3 percent). The source of data for this indicator is the Annual Enrollment and Completion (A1) submission.

According to the U.S. Census' Current Population Survey (2002), nationwide there were 5.1 million individuals with a work disability who possess an Associate's Degree/Some College with No Degree which is 9.6 percent of all people between the ages of 16 and 74. The corresponding figure for individuals with disabilities possessing a bachelor's degree was 2.5 million (5.2 percent). In Illinois Census (2000) data, over 1.2 million (17.1 percent) individuals in the state between 21 and 64 years of age reported having a disability.

Race/Ethnicity Completions (4C1)

More than one quarter (28.0 percent) of fiscal year 2002 certificate and associate degree graduates identified themselves as being members of a **minority** group (non-white). Racial/ethnic categories used in the analysis are defined by federal officials through the National Center for Education Statistics (NCES) Integrated Postsecondary Data Systems (IPEDS) collection process. Data for Illinois Community Colleges are for associate degree and certificate completers. National data are readily available for associate degree completers exclusively and serve as a useful point of reference in this section of the report. Illinois results are similar to the national figure of 29.0 percent minority among associate degree graduates in 2001 as provided by the National Center for Education Statistics (http://nces.ed.gov/pubs2003/ digest02/tables/dt262.asp). In Illinois, over the two-year span beginning in 2000 there was a substantial increase of 22.4 percent in minority student completions with the number of minority graduates increasing from 8,904 in fiscal year 2000 to **10,895 in 2002.** Shorter term, from 2001 to 2002 the overall number of minority graduates decreased 7.7 percent. Smaller colleges with considerable increases in minority graduates during this 2-year period included (number provided is for 2002): Kaskaskia College (148.6 percent; N = 174) and John Wood Community College (130.8 percent; N = 30). Larger schools with sizable increases included Elgin Community College (100.6 percent; N = 327), College of Lake County

(47.0 percent; N = 466), and Harper College (40.3 percent; N = 383). Longer term, during the 5-year period from fiscal year 1998 to 2002 there was a substantial increase of 27.4 percent. For programs with at least 30 graduates in the most recent data, Rend Lake College (236.6 percent, N = 128) and Lake Land College (170.1 percent; N = 370) registered the largest percentage gains over this 5-year timespan. Large school gainers included Elgin Community College (112.3 percent; N = 327), College of Lake County (136.5 percent; N = 466), and Daley College (75.3 percent; N = 503). The source of data for this indicator is the Annual Enrollment and Completion (A1) submission. Additional details about each racial/ethnic group follow.

Asian.

More than **one in 25** (4.6 percent) graduates in fiscal year 2002 self identified as Asian. This is very close to the national figure of 4.9 percent in 2001 (http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp). Although there was a short term decrease of 8.7 percent in the number of Asian graduates from 2001 to 2002 (compared to an increase of 1.4 percent for all graduates), over the 5-year span beginning in 1998 there was a substantial increase of 23.0 percent (compared to 12.8 percent for all graduates). The number of Asian completers increased from 1,464 in fiscal year 1998 to **1,800 in 2002.** Colleges with considerable increases in Asian graduates during the 5-year period included Elgin Community College (159.0 percent; N = 101 in 2002), Harold Washington College (89.3 percent; N = 462), College of Lake County (83.3 percent; N = 66), and Southwestern Illinois College (57.9 percent; N = 30). Colleges with substantial increases in Asian graduates during within the last year included Elgin Community College (106.1 percent; N = 101), Southwestern Illinois College (100.0 percent; N = 30), Harry S Truman College (64.0 percent; N = 164), Parkland College (52.2 percent; N = 35).

Black.

Approximately **one in seven graduates** (14.2 percent) from fiscal year 2002 identified themselves as Black/African American. This is somewhat above the national average of 11.0 percent in 2001 (http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp). Although there was a decrease of 9.8 percent in the number of Black graduates from 2001 to 2002 (compared to an increase of 1.4 percent for all graduates), over the 5-year span beginning in 1998 there was a substantial increase of 24.3 percent as the number of Black completers increased from 4,460 in fiscal year 1998 to **5,546 in 2002.** This rate of increase is greater than the rate of 12.8 percent for all completers during the same time span. Among the colleges with considerable increases in Black graduates during the five-year period were Rend Lake College (240.0 percent; N = 102 in fiscal year 2002), Heartland Community College (192.3 percent; N = 38), Elgin Community College (142.1 percent; N = 46), Southwestern Illinois College (141.1 percent; N = 258), Lake Land College (139.0 percent; N = 294), and South Suburban College (126.8 percent; N = 449). Large gainers from 2001 to 2002 include Black Hawk College (105.5 percent; N = 113), Southwestern Illinois College (70.9 percent, N = 258), Kishwaukee College (48.5 percent; N = 49), and College of Lake County (44.0 percent; N = 180).

Hispanic.

Eight percent of the graduates from fiscal year 2002 self identified as Hispanic (N = **3,119**) or 8.0 percent of all graduates. Nationally, about 9.9 percent of associate degree graduates were Hispanic in 2001 (http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp). There has been an increase in Hispanic completers each year from fiscal year 1998 through 2002. For Hispanic graduates, there was an increase of 13.7 percent from fiscal year 2001 to fiscal year 2002 as the number of completers

increased by 377. The one year increase among Hispanic graduates was greater than the rate of 1.4 percent for all completers. Colleges with significant increases over the one-year span included Southeastern Illinois College (175.0 percent; N = 55 in fiscal year 2002), Black Hawk College (142.3 percent; N = 63), and Oakton Community College (92.9 percent; N = 54). The number of Hispanic graduates increased by 40.8 percent from fiscal year 1998 to fiscal year 2002 (compared to 12.8 percent for all graduates). Colleges with significant increases over the five-year span include Lake Land College (490.0 percent; N = 59), Southwestern Illinois College (263.6 percent; N = 40), and College of Lake County (220.7 percent; N = 186).

American Indian.
Less than one half of one percent (0.4 percent) of graduates from fiscal year 2002 identified themselves as American Indians. Nationally, about 1.1 percent of graduates identified themselves as American Indians in 2001 (http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp). Although the number of American Indian graduates from 2001 to 2002 was relatively unchanged, over the 5-year span beginning in 1998 there was an increase of 11.3 percent as the number of Indian completers increased from 124 in fiscal year 1998 to **138 in 2002.** College of Lake County and Southwestern Illinois College were the only two colleges that had more than 10 American Indian graduates in fiscal year 2002. For fiscal year 2001 to 2002 College of Lake County increased its number of Indian graduates from 6 to 12, while Southwestern Illinois College increased its number from 8 to 14. From 1998 to 2002, College of Lake County data showed an increase from 5 to 12 American Indian graduates and Southwestern Illinois College grew from 5 to 14 American Indian graduates.

Nonresident Alien.
This indicator exhibits success of the institution in graduating Nonresident Alien students. From fiscal years 1998 through 2002, Nonresident Alien graduates accounted for between 0.3 to 0.4 percent of the total completer population. This is somewhat below the national average of 2.0 percent in 2001 (http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp). For Nonresident Alien graduates, there was an increase of 8.4 percent from fiscal year 2001 to **fiscal year 2002** as the number of completers increased by 131 to **142.** The number of Nonresident Alien graduates was identical (N = 142) in fiscal years 1998 and 2002 (compared to a 12.8 percent increase for all graduates).

White.
Seventy-two percent of the graduates from **fiscal year 2002** identified themselves as **white (N = 28,051)**. This is similar to the national figure of 71.0 percent in 2001 (http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp). In Illinois there was an increase of 3.2 percent in white graduates between fiscal years 2001 to 2002 (N = 869). The increase of white students over the one-year span is greater than the rate of 1.4 percent for all completers. Colleges with significant increases over the one-year span include Harry S Truman College (67.4 percent; N = 221 in fiscal year 2002), Elgin Community College (39.6 percent; N = 1,191), and Frontier Community College (38.4 percent; N = 220). The number of white graduates increased by eight percent from fiscal years 1998 to 2002 (compared to 12.8 percent for all graduates). Colleges with significant increases over the five-year span include Frontier Community College (101.8 percent; N = 220), Heartland Community College (71.8 percent; N = 476), and Lincoln Land Community College (62.3 percent; N = 1,292).

Gender Completions (4C1)

In fiscal year 2002 there were **22,838 female completers** statewide in the Illinois Community College System. Historically, most community college completers have been female. Overall, approximately **six out of ten graduates were female** in each of the last several years. This proportion is similar to the national proportion of 57.9 percent of certificate and associate degree completers from 2001 (http://nces.ed.gov/pubs2003/digest02/tables/dt251.asp). The number of female graduates increased slightly in each of the last three years with 2002 registering the highest number of female completers. The rate of increase slowed in 2002 as the number of female graduates increased by 2.0 percent between 2001 and 2002 compared to 8.7 percent growth over a two-year period. Similarly, male completers were barely up between 2001 and 2002 (0.5 percent). A retrospective two- and five-year look shows that both the rate of growth and the actual number of completers was larger among males.

Individual colleges with substantial short term growth (25 percent or above) in female completers included: Frontier Community College (N = 163, 33.6 percent); Daley College (N = 444, 32.5 percent); Rend Lake College (N = 349, 30.2 percent); Southwestern Illinois College (N = 1,229, 27.9 percent), Elgin Community College (N = 816, 26.5 percent); Malcolm X College (N = 216, 25.6 percent): and John Wood Community College (N = 291, 25.4 percent). The source of data for this indicator is the Annual Enrollment and Completion (A1) submission.

Cost of Instruction per Credit Hour by Student Level as a Percent of Sector Average by Student Level (6C1)

This indicator measures the instructional efficiency over time for an institution. There is more than one way to look at cost information. See the Illinois Public Community College Unit Cost Reports for more in-depth coverage of this topic. Cost figures referenced in this indicator reflect the net instructional unit cost which is most frequently used in comparative analyses as well as in the state funding plan. Briefly, the net instructional unit cost includes direct and indirect costs for instruction (salaries, direct departmental costs, direct instructional equipment costs, allocated/indirect costs and operation and maintenance cost).

Statewide, the one-year rate of **increase in instructional unit cost between 2001 to 2002 was 2.0 percent**. In Illinois, the most recent systemwide net instructional unit cost data exhibit a diminished rate of increase. The Higher Education Price Index (HEPI) for overall operations increased an estimated 1.8 percent during the same timeframe. HEPI is a national index produced by Research Associates of Washington which was originally developed by the United States Department of Education in 1975. Similar to the Consumer Price Index (CPI), HEPI measures change in the prices that colleges and universities pay for a fixed group of goods and services including professional and non-professional salaries, benefits and wages, contractual services, supplies and materials, equipment, library acquisitions, and utilities.

In Illinois, during the 2-year period from fiscal year 2000 to 2002 there was an increase of 5.8 percent (versus 6.6 percent for HEPI). Long term, the state average for cost of instruction per credit hour increased 15.4 percent from fiscal year 1998 ($171.76) to **2002 ($198.13)**. The HEPI for overall operations increased 16.6 percent during the same five-year period (includes 2002

estimate). Hence, instructional unit cost increases were similar to inflation as calculated in HEPI for the most recent data and less than inflation longer term (two and five years).

Illinois data show that several colleges experienced actual decreases in instructional costs. During the five-year period of 1998 to 2002, Oakton Community College (6.4 percent), Rend Lake College (5.6 percent), Olney Central College (2.7 percent), Waubonsee Community College (1.6 percent), and Heartland Community College (0.3 percent) all reported decreases in their cost of instruction. Many more colleges have reported decreases over the past year (2001 - 2002). Those with the greatest decreases include South Suburban College (21.3 percent), Rend Lake College (15.0 percent), and Heartland Community College (14.4 percent). Colleges strive to increase efficiency while proving the range of courses needed by students. Decreases in net instructional unit cost can occur for a variety of reasons (i.e., reduced salary costs due to turnover among senior faculty, serving additional students or a relatively larger number of students in lower cost programs, class size increases, reduced equipment costs, etc.) The source of data for this measure in Illinois is the Unit Cost Study which is where a more complete discussion of net instructional unit cost and its components also can be located (see Tables 5 and 6 in the Unit Cost Study).

Indirect Instructional Support Cost per Credit Hour as a Percent of Sector Average (6C2)

This indicator is a measure of indirect instructional support costs over time. Costs included are academic support, student services, general instructional services, academic administration and planning (above the departmental level) and subsidies for auxiliary services. Self-supporting or profit generating auxiliary service costs are not included here. As open door institutions, community colleges welcome individuals possessing a variety of skill levels and must make a commitment to provide students with the academic and support services needed for student success.

Statewide, the one-year rate of **increase in from 2001 to 2002 was 3.3 percent**. During the same time period the average increase in indirect instructional support costs was $2.96. During the two-year period from fiscal year 2000 to 2002 there was a decrease of -11.6 percent ($103.70 to $91.65). Longer term, the systemwide average for indirect instructional support cost per credit hour increased 21.1 percent from fiscal year 1998 ($75.66) to **2002 ($91.65)**. During the same time period, the Higher Education Price Index (HEPI) for overall operations increased an estimated 1.8 percent for one year, 6.6 percent for two years, and 16.6 percent over five years. A number of colleges had a rate of increase that was lower than the statewide increase, or experienced actual decreases in these costs. Among those colleges that had a 1-year increase below that of the state as whole were Carl Sandburg College (5.1 percent of average), Southeastern Illinois College (22.3 percent of average), Spoon River College (24.7 percent of average), and Southwestern Illinois College (25.3 percent of average). Colleges with actual decreases in costs included Rend Lake College (-954.7 percent of average), Harold Washington College (513.2 percent of average), South Suburban College (504.1 percent of average), and Kaskaskia College (487.5 percent of average). The five-year trend showed fewer colleges that were below the statewide average increase. Two colleges that were substantially below the state average were Rend Lake College (246.4 percent of average) and Waubonsee Community College (77.2 percent of average). The source of the Illinois data is the Unit Cost Report. See Tables 7 and 8 of that report for a more detailed look at the costs that make up indirect instructional support.

Proportion of First-time, Full-time Freshmen Who Complete Their Degree within 150 Percent of Catalog Time, or are Still Enrolled or Transferred (6C3)

This indicator is a measure of student success based on a nationally recognized methodology developed by the United States Department of Education's Integrated Postsecondary Data Systems (IPEDS). While the measure has limitations and detractors it is in widespread use. For community colleges a cohort of full-time, first-time college level freshmen are tracked for three years. **Available data systems were able to track successful advancement outcomes for nearly two-thirds of the most recent cohort.** Of the 26,709 fall 1999 cohort of full-time, entering freshmen, 61.9 percent graduated, transferred, or were still enrolled by summer 2002. During the past two fiscal years, the statewide average successful advancement rate has increased from 60.2 to 61.8 to 61.9 percent -- an increase of 2.7 percent. Comparing the 1999 with the 1995 cohort there was a slight drop of 0.3 percent in the successful student advancement rate. Thirteen of the 48 colleges have had student successful advancement rates consistently above the statewide average over the past five years including: Parkland College, Elgin Community College, Illinois Valley Community College, Lake Land College, Moraine Valley Community College, Morton College, McHenry County College, Lincoln Trail College, Olney Central College, Wabash Valley College, John A. Logan College, College of Lake County, and Spoon River College. Focusing on the most recent 1999 cohort, the following colleges had the highest student advancement rates: Frontier Community College (90.9 percent), Olney Central College (74.9 percent), Spoon River College (72.4 percent), Illinois Valley Community College (69.1 percent), Lake Land College (69.0 percent), and Heartland Community College(67.1 percent). These colleges were all well above the statewide average of 61.9 percent. Among community college students it is common for those within any particular cohort to drop from full-time to part-time status. These students may be successful beyond the 150 percent of catalog time. Another contributing factor is that student transfer tracking is limited to in-state public institutions and DePaul University. Based on earlier studies at the state and local levels, having transfer data for additional institutions would raise the rate.

MISSION-SPECIFIC INDICATORS

Community colleges choose a variety of mission specific measures to include in their reports. Mission-specific indicators provide colleges with an opportunity to highlight selected aspects of their roles within the overall context of higher education. Items that were frequently identified by colleges are briefly reviewed below.

Number of businesses provided with technical assistance through college Business and Industry Centers (1M1)

This performance indicator measures College Business and Industry Center contacts with the businesses in Illinois. During fiscal year 2002 Illinois community colleges served a total of 5,229 businesses through their Business and Industry Centers which is up nearly 50 percent from the total of 3,497 businesses served in fiscal year 2000. The average number of businesses being served in fiscal year 2002 was 114, up from an average of 76 businesses served in fiscal year 2000. Kankakee Community College's Business and Industry Center reported serving 912 companies which was the largest number served in fiscal year 2002.

Number of individuals provided with technical assistance through college Business and Industry Centers (1M2)

This performance indicator measures the number of people served through college Business and Industry Centers. During fiscal year 2002 Illinois community colleges served a total of 103,726 individuals through their Business and Industry Centers, down 18.7 percent from the total of 127,650 individuals served in fiscal year 2000. The average number of individuals served in fiscal year 2002 was 2,255, also down from the average of 2,775 in fiscal year 2000. John A. Logan College's Business and Industry Center served a total of 13,294 individuals which was the largest number served in fiscal year 2002. Data from this and the previous measure show contacts with more businesses statewide but with smaller numbers of individuals served. Overall, as the economy tightened businesses still participated in training from colleges but the number of participants decreased.

Number of collaborative partnerships with university teacher education programs (2M1)

This performance indicator measures the extent to which community colleges are engaged with university teacher education programs in Illinois. Statewide initiatives are in place with strong college participation to help meet the demand for qualified teachers. For example, the Illinois Community College Board, in cooperation with the Illinois Board of Higher Education and the Illinois State Board of Education, manages the Preparing Tomorrow's Teachers to Use Technology (PT3) grant, which completed the second year of funding in 2002. The goal of this grant is to develop and implement a technology-infused curricular system to maximize the applicability and transferability of postsecondary general education coursework to teacher candidates' instructional practices. Faculty and administrator workgroups in Illinois community colleges have also begun developing Associate of Arts in Teaching (AAT) degree programs, identifying and aligning ISBE and NCATE standards for each course in the curricula.

Paraprofessional training to assist in teaching reading, writing, math or readiness in these subjects (2M6)

This performance indicator provides one measure of the extent to which the institution is coordinating with the Federal No Child Left Behind legislation (ESEA PL 107-110) requiring new paraprofessional hires after January 8, 2002 to have completed 2 years of college or obtained an Associate's Degree or higher or to have successfully completed an excepted examination. The Illinois Community College Board (ICCB) has approved the Paraprofessional Task Force developed Teacher Aid/Teacher Assistant AAS Degree and Paraprofessional Certificate program models. ICCB is collaborating with the Illinois State Board of Education (ISBE) on a paraprofessional test preparation project that focuses on the creation of test preparation instruction for the two state-endorsed paraprofessional exams: the ETS "Parapro" and ACT Work Keys assessments. Illinois community colleges have partnered with the Career Lattice's Professional Development Advisory Committee (PDAC) to develop a comprehensive career lattice and information system for early childhood students and practitioners. Project outcomes will include clarifying and defining roles, qualifications, and competencies across the early childhood field.

Number of collaborative partnerships with K-12 schools and/or school districts (2M8)

This performance indicator provides one measure of the extent to which institutions are engaged with K-12 schools and school districts in Illinois. ICCB, IBHE, and the ISBE have collaborated to create the Middle School Teacher Quality Enhancement (TQE) Grant, which is in the third year of operation. This grant focuses on educational reform for middle level education in Illinois and creating systemic change in curriculum design and redesign. The initiative facilitates the creation of middle school level outcomes, curricula and assessments by addressing three major goals: Developing a middle-grade teaching certificate; improving the knowledge and skills of middle-grade teachers; and developing and implementing statewide recruitment activities to increase the supply of effective middle-grade teachers.

Tuition & basic fees for a full-time in-district student (3M1)

This performance indicator provides one measure of financial access to the institution for students. During **fiscal year 2004**, average annual tuition and basic fee costs for a full-time, in-district Illinois community college student was **$1,736**, up 6.7% over the two-year period from fiscal year 2002 when they were $1,523. During fiscal year 2004, the highest annual tuition and basic fees are at Harper College ($2,151) in the northwestern suburbs and lowest annual tuition/fees are at Shawnee Community College ($1,350) in rural southern Illinois. According to the Digest of Education Statistics (2002), for fiscal year 2002 nationwide the in-state tuition only figure for a full-time community/public two-year college student was $1,379 (http://nces.ed.gov/pubs2003/digest02/tables/dt313.asp). Early national estimate data for fiscal year 2004 by the American Association of Community Colleges (AACS) survey shows $1,560 as the average in-district, in-state annual tuition and fees for a full-time community college student. AACS estimates a weighted one-year percent increase of 11.5 percent. Based on early AACS estimates, fiscal year 2004 average community college tuition and basic fees in Illinois are approximately 11 percent above the national average for community colleges. The rate of tuition increase is substantially higher at the national level (6.2 percent in Illinois versus 11.5 percent nationally).

According to Illinois Board of Higher Education data, Illinois public university annual undergraduate average tuition and fees averaged $5,084 in fiscal year 2003 and $5,703 in fiscal year 2004 for a one-year increase of 12.2 percent. A public policy change (Public Act 93-0228) providing level tuition for entering students at Illinois public universities may be impacting the latest figures as well as fiscal year 2005 rates. New legislation will require that the tuition charged a first-time, undergraduate public university Illinois resident student remain at the same level for four continuous academic years following initial enrollment or for the normal time to complete undergraduate programs that require more than four years. The tuition guarantee would apply to those students who first enroll in public universities after the 2003-2004 academic year. Some adjustments to the base tuition and fee rates at public universities are anticipated. For fiscal year 2004, average in-district community college tuition and fees are less than one-third of the average public university tuition and fees. Tuition and fees in the Illinois Community College System are affordable and college staff are available to help individuals acquire financial aid that they qualify to receive.

Number of enrolled students who receive Pell Grants (3M4)

This performance indicator provides one measure of financial access to the institution for students. Pell Grants are awarded to individuals based on the undergraduate degree/certificate seeking student's expected family contribution, cost of attendance, and enrollment status. Pell Grants are designed to serve as the foundation for student aid for low-income undergraduates on top of which further aid can be layered. Students who receive Pell Grants have documented a substantial need with relatively few available financial resources.

During fiscal year 2002, a total of 65,043 students who were enrolled in Illinois community colleges received Pell Grants. Combined, the City Colleges of Chicago had16,618 students receiving Pell Grants which was the largest number of students in any district. Across all seven colleges in the district, an average of 2,374 students received Pell Grants at each school. Southwestern Illinois College enrolled 3,087 students with Pell Grants which was the second largest number of students receiving this form of financial aid.

Number of students enrolled by disability status, race/ethnicity, and gender (4M1)

Elsewhere in the report the characteristics of graduates are examined. This performance indicator reflects the success of the institution in enrolling students from underrepresented groups. During fiscal year 2002, a total of 9,698 students self identified as being disabled in Illinois community colleges, which is approximately 1.4 percent of the total community college population served through credit coursework. Nationally, an estimated 9.1 percent of undergraduates had some form of disability in fiscal year 2000 (http://nces.ed.gov/pubs2003/digest02/tables/dt211.asp). In Illinois, over a two-year span there was an increase of approximately 11.5 percent beginning in fiscal year 2000, when 8,694 students (1.3 percent) identified themselves as being disabled. During fiscal year 2002, the College of DuPage served the largest proportion of students with disabilities (3.6 percent of its student population), nearly three times the average. The College of DuPage also serves the largest single-campus population in the United States (54,746 students).

In fiscal year 2002 Olive-Harvey College, one of the Chicago City Colleges, served the largest proportion of combined minority students (98.6 percent of its student population). This is much higher than the statewide average of 36.4 percent as well as the national average of 33.0 percent for undergraduates in 1999 - 2000 (http://nces.ed.gov/pubs2003/digest02/tables/dt211.asp). Across all

seven campuses, 81.4 percent of the City Colleges of Chicago students identified themselves as members of a minority group. Outside of Chicago, Morton College served the largest proportion of combined minority students (73.4 percent). Harold Washington College, of the Chicago City Colleges, had the largest percentage of Asian/Pacific Islander students (15.1 percent) and outside of Chicago, Harper College had the largest percentage of students who identified themselves as Asian/Pacific Islanders (13.9 percent). Kaskaskia College had the largest percentage of Native American/Alaskan students (0.9 percent). Kennedy-King College reported serving the largest percentage of Black, Non-Hispanic students (84.1 percent) and outside of Chicago proper, South Suburban College had the largest percentage of Black, Non-Hispanic students (48.0 percent). Morton College had the largest percentage of Hispanic students (68.0 percent). Moraine Valley Community College reported the largest percentage of Non-Resident Alien students (5.4 percent).

Oakton Community College served the largest proportion of female students at 66.8 percent compared to the statewide figure of 55.4 percent. In fall 2000 nationwide, 57.2 percent of two-year public students were female (http://nces.ed.gov/pubs2003/digest02/tables/dt170.asp).

Number of students served through developmental coursework (4M6)

This performance indicator reflects the success of the institution in providing services to under prepared students. During fiscal year 2002, an average of 14.1 percent of students enrolled in Illinois community colleges were enrolled in developmental coursework. Nationwide, according to the National Postsecondary Student Aid Study, 23.2 percent of the students enrolled in two-year public institutions took at least one developmental course in fiscal year 2000. The proportion of students requiring remediation can be influenced by multiple factors including the population of the service region, cooperative efforts between area higher education institutions, remedial testing policies including the extent to which mandatory remedial placement policies exist, etc. In Illinois, Heartland Community College provided 24.7 percent of its students with developmental coursework, the largest percentage in the Illinois Community College System. Frontier Community College and Wabash Valley College, of the Illinois Eastern Colleges, each provided 1.8 percent of their students with remedial coursework which was the smallest percentage in the Illinois Community College System.

Transfer Rate (5M3)

The methodology used to calculate transfer rates for this measure follows the Transfer Assembly approach developed by a workgroup in conjunction with the Center for the Study of Community Colleges at UCLA. Cohorts of entering students with no prior college experience who completed 12 or more credits at the community college are tracked for four years and the number who successfully transfer is identified. Over the last several years, national results have varied between 21.5 and 25.2 percent. In Illinois, the statewide transfer rate for cohorts of community college entering students was similar for fiscal years 2001 and 2002. The transfer rate was slightly higher for fiscal year **2002 at 22.7** percent compared to 22.1 percent in fiscal year 2001. Results in Illinois are comparable with recent national Transfer Assembly results.

Colleges in Illinois with the highest transfer rates for fiscal year 2001 include Parkland College (37.3 percent; N = 337 transferred to senior institutions), Illinois Valley Community College (35.2 percent; N = 157), and Spoon River College (33.8 percent; N = 80). In fiscal year 2002, John A. Logan College (39.3 percent; N = 209) had the highest transfer rate among colleges. Similar to fiscal year

2001, Parkland College (35.3 percent; N = 334) and Illinois Valley Community College (34.2 percent; N = 164) were among the colleges with elevated transfer rates. Colleges that had significant increases in transfer rates from fiscal year 2001 to fiscal year 2002 include Kishwaukee College (8.0 percent), John A. Logan College (7.2 percent), and Highland Community College (7.1 percent). Transfer rates are limited to in-state public institutions and DePaul University. The rates would be higher if information from additional colleges and universities were readily available. The rates could also be expected to increase if the timeframe were expanded.

Faculty preparation (5M5)

This performance indicator reflects the educational attainment of the institution's full-time baccalaureate transfer faculty. During fiscal year 2003, an average of 96.5 percent of all Illinois Community College System faculty held Master's level or higher degrees. One hundred percent of many colleges' baccalaureate transfer faculty held Master's level or higher degrees. Nationwide the most recent available data from the *Digest of Education Statistics, 2002* are for full-time faculty teaching across all programs at community colleges and show 81.7 percent possessing a Master's degree or above (Fall, 1998) http://nces.ed.gov/pubs2003/digest02/tables/dt232.asp.

Number of general education courses included in the Illinois Articulation Initiative (5M6)

This performance indicator measures the institution's involvement in the Illinois Articulation Initiative (IAI) which promotes and facilitates student transfer. During fiscal year 2003, a total of 4,245 Illinois community college general education courses were included in the IAI for an average of 88 courses per college. All colleges offered at least 55 IAI courses and the College of DuPage offered 141 IAI general education courses which was the largest among all community colleges.

Population served (6M1)

This performance indicator provides one approach to measuring college outreach efforts in the community. During fiscal year 2002, Illinois community colleges enrolled a total of 945,661 students through credit and noncredit coursework. According to the 2000 Census there were 12,482,291 people living in Illinois. Hence, overall 1 out of every 13.2 Illinoisans were enrolled in coursework at a community college. Narrowing the look to the 9,173,842 Illinoisans over18 years of age indicates that approximately 1 out of ten individuals attended a community college in fiscal year 2002.

The average community college enrollment percentage of the entire population was 8.7 percent of each respective district. Illinois Eastern Colleges enrolled 23.5 percent of the district's population between the four schools which was the highest percentage of all Illinois community college districts. These figures can be impacted by multiple factors including geographic size of the district, population density, availability of other higher education options in the service region, the extent of net importing of out–district students, branch and extension center outreach center availability, etc.

Full Time Equivalent Student/faculty Ratio (6M6)

This performance indicator provides a measure of college instructional staffing patterns. During fiscal year 2002, Illinois community colleges averaged a 20.3 student FTE/Faculty FTE ratio. During fiscal year 2002, Illinois Valley Community College had the lowest student FTE/Faculty

FTE ratio (12.3). The most recent national data from the *Digest of Education Statistics, 2002* are from fiscal year 2000 and indicate an FTE Student per FTE Faculty ratio nationwide for public two-year colleges of 18.4 (http://nces.ed.gov/pubs2003/digest02/tables/dt226.asp). Hence, FTE student/faculty staffing levels in Illinois appear consistent with available national data. The Illinois ratio shows a level of efficiency over the national average while remaining sufficiently small to allow for individualized student attention.

GOAL SETTING

In this year's Results and Accountability Submission, College officials were asked to report on progress being made in goal setting on the common institutional measures. Illinois community colleges have structures in place devoted to establishing both short-term/operational and long-term/strategic goals. Existing college planning initiatives or new ones are being used to review the common measures related to the six Illinois Commitment Goals and seven pledges of the Promise for Illinois and establish corresponding goals. Colleges have processes and procedures in place for monitoring progress toward, and implementing initiatives to achieve their local goals and priorities. Some colleges participate in the North Central Association's Academic Quality Improvement Program (AQIP), which is a quality-based, continuous improvement reaccreditation model used by the North Central Association. Other colleges already have their own formal "Continuous Improvement Plans" into which state level goals and pledges generally fit very well. Other approaches also exist. An appendix table provides an overview of goal setting strategies at the colleges. The sentence or two for each college in the appendix provides some indication of the approach being pursued at each institution but is not intended to fully portray each college's complex planning process. A handful of local community college planning initiatives being used in the goal setting process are highlighted in the following paragraphs.

The **College of DuPage** is beginning its third year of participation in the Academic Quality Improvement Program (AQIP), a quality-based, continuous improvement model of reaccreditation through the Higher Learning Commission of the North Central Association of Colleges and Schools. The goal-setting process for common institutional indicators will follow the college's commitment to quality and be aligned with its Systems Portfolio. The Systems Portfolio, an externally reviewed public document linked to the college's reaccreditation, will provide college officials with an in-depth appraisal of key college systems and processes. Through the process of setting goals for the institutional indicators, the College of DuPage anticipates measuring and subsequently improving performance levels according to the goals of *The Illinois Commitment*.

Parkland College will integrate the institutional goal-setting process into its already existing, strategic/operational planning process. Initiated in 1991, the planning process is closely tied to the college's mission, purposes and budget. It is an evolving process, committed to using data-based projections and knowledge regarding the impact of known future events to anticipate opportunities and threats that will require responses. Parkland's planning structures form a continuous feedback loop, with both internal and external information and data providing ongoing assessment to refine the planning process itself. Goal setting is already a part of this process, and the college is currently working on dovetailing established performance indicators and goals with the common institutional indicators.

Kaskaskia College's development of a five-year Strategic Plan and annual Institutional Plan has involved the Board, students, faculty, staff and the public within the district. It started with the preparation of a shared vision to be known as the "College of First Choice" and culminated in the adoption of a fully developed Strategic Plan by the Kaskaskia College Board of Directors in November 2001. The continuing process of developing and implementing an annual Institutional Plan based on the pledges in the Strategic Plan has been key to accomplishing the district objectives. The approach facilitates the progress toward the seven pledges identified in *The Promise For Illinois*

for community colleges and the six broad goals stated in *The Illinois Commitment* published by the Illinois Board of Higher Education. Kaskaskia College's Strategic Plan boldly states the mission, philosophy, vision, core values and goals of the College. It also serves as the basis for developing and updating the annual Institutional Plan, mission-specific indicators, actions and tasks, department plans and objectives and establishing budget priorities.

Illinois Central College has developed a comprehensive plan entitled *Blueprint for the Future*. Eight priorities have been established for the College and the strategic action for fiscal year 2004 have been identified. These priorities are: 1) Provide high quality programs and services; 2) Develop a responsive educational service delivery system; 3) Collaborate with K-12 to enhance quality of education; 4) Play a more aggressive role in economic and workforce development; 5) Build a new image and increase community awareness of programs and services offered by the college; 6) Reach out to, attract, and retain a diverse student body and employee group and play a leadership role in community diversification initiatives; 7) Collaborate with Universities to promote efficient and effective transfer of students through the educational system; and 8) Enhance the organization's capacity to address its priorities. Institutional outcomes and performance indicators have been established for each of the eight priorities. Common institutional indicators and mission specific indicators have been incorporated into the Blueprint document where appropriate. Action teams began work on the fiscal year 2004 action steps at the start of the school year and progress will be monitored throughout the year.

Black Hawk College created a full-time position of Director of Planning and Institutional Effectiveness in September 2002 which further demonstrates the college's strong commitment of staff resources to planning and institutional effectiveness. In adopting the pieces that comprise the new *Statement of Vision, Core Values, Mission, Goals, and Strategic Priorities*, the Board of Trustees committed itself to a sharper focus on learning-centered education. Implementing the final piece of the planning model, the Commission on College Growth and Progression is finalizing an institutional effectiveness reporting model that measures how well the college is accomplishing its strategic priorities based on a defined set of critical success factors which are measured using a series of indicators of effectiveness. The reporting model will incorporate all mission specific indicators and common indicators as defined by *Illinois Commitment- Partnerships, Opportunities, and Excellence*.

In 2000 **John A. Logan College** began a comprehensive self-study in preparation for application to the Lincoln Awards for Excellence. The program provides a framework for Illinois organizations, including educational institutions, to drive excellence into their operations and respond to today's dynamic environment. The Lincoln Awards for Excellence are modeled after the Baldrige National Quality Award. In an effort to achieve continuous improvement, the college is striving to meet the seven Education Criteria for Performance Excellence as required by the Baldrige National Quality Program. A committee drives the processes necessary to move toward continuous improvement. The Logan Excellence committee currently consists of 39 individuals ranging from college faculty and staff, to student members, as well as community members. From this group, 14 members were selected to serve on the Logan Excellence Steering Committee. The Steering Committee in consultation with its sub-teams will recommend goal setting criteria and goals for the common institutional indicators.

Waubonsee Community College has a strong tradition and practice of setting tangible annual goals in line with strategic objectives. The common institutional indicators will be built into this process in the upcoming year. The college community is involved in a goal-setting process led by administrators in conjunction with functional area managers, staff, and faculty. This process, historically, takes place in the spring. Results from the Institutional Effectiveness Measures (IEM) Report are designed to act as a basis for planning. Report preparation is being accelerated with a March completion date to facilitate this process. Each year's annual goals are compiled in an Annual Report reflecting all functional area goal progress and accomplishments for the year. Based on the IEM Report, the Annual Report, and an institution-wide review, a set of annual institutional goals are created. Institutional goals and functional area priorities are used to create functional area goals for the upcoming year. These functional area goals are reviewed by each vice president for his or her area and then become part of the overall annual goal package presented to the board of trustees.

Harry S Truman College in Chicago utilizes a comprehensive planning Model Timeline Spiral proceeding from January through December. In January through March, the college develops tactical plans and a budget. From April through May, Truman submits state and federal grant requests based on tactical plans (e.g., Perkins, Tech Prep, Advanced Technology, Program Improvement, and Adult Education). During July and August, the college obtains state and district budget approval. During September and October, it reviews and revises the college strategic plan based on a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis and initiates the Program Service Management Process (PSMP) for the following fiscal year. Finally, in November and December, the college continues reviewing and revising the college strategic plan based on its SWOT analysis, institutional effectiveness data, course portfolio assessment, and relevant Quality Review, PSMP, Program Review and Results Report data. Throughout this process, Truman College focuses on four core strategic goals: improve the quality of all programs and services; expand services to meet the needs of all students and workforce partners; increase enrollment and retention; and effectively utilize resources and maximize revenue opportunities.

Additional goal setting activities for the common measures are expected in next year's report. Further guidance on next steps comes from the report entitled, *Establishing Performance Indicators to Assess Progress Toward Meeting the Goals of the Illinois Commitment: Final Recommendations*

> . . . goals set by each institution should be rigorous and quantifiable, but also achievable within the context of a balanced institutional approach to "continuous improvement." However, this does not mean that the goals should focus on continuous growth or increase. There should also be a formal "feedback loop" at the state and institutional levels by which the results are used to identify areas of performance in need of improvement and to establish improvement plans . . . [The report recommends] balancing both the goal-setting and feedback/ improvement processes across all indicators in order to minimize the potential for "conflicting priorities." Strategies that would improve performance in one area could impede or even reverse progress in other important areas.
>
> The goal-setting process should focus on where each institution strives to be across all indicators and not on continuously increasing output or outcomes relative to any one indicator. Further, goal-setting should <u>not</u> be an annual activity since the

> process of achieving meaningful goals across all indicators transcends a one-year planning horizon. However, once goals are established for each indicator, institutions will likely want to revisit them periodically given the dynamic nature of the environment. *Establishing Performance Indicators to Assess Progress Toward Meeting the Goals of the Illinois Commitment: Final Recommendations* (2003) p 16.

Colleges are challenged to consider a wide range of factors in establishing their goals. Historical performance trends, economic conditions, local college program mix and emphasis, characteristics of the service region and student population, time needed for new initiatives addressing specific goals to come to fruition, available funding resources, and the local/regional competitive environment are several factors taken into consideration.

SUMMARY AND CONCLUSIONS

Community college officials put forth significant extra effort to compile and submit additional performance data to the state for the Results Report. These efforts are recognized and appreciated. Community colleges are committed to improving the programs and services provided to their constituencies.

> Community colleges are similar to each other yet each college is unique. While this may appear to be a contradiction, it is not. Illinois community colleges share a common mission. They prepare people for college for transfer to other colleges or universities, and for good paying jobs that demand high skills. Community colleges also provide adult, literacy, and continuing education and services. What makes each college unique is how it responds to the communities it serves. *Promise for Illinois*, (February, 2001), page 2.

Community colleges reported on common and mission-specific institutional indicators in their annual results reports. Information was also provided on goal setting strategies being developed at the local level for the common institutional measures.

State and common institutional indicators are highlighted in the following paragraphs.

Percent of Degree/Certificate Recipients Either Employed or Enrolled in Further Education (IC1)

Based on the three-year average from fiscal year 2000 to 2002 occupational follow-up survey results, over 9 out of 10 (92.1 percent) occupational graduates from Illinois community colleges were either employed or enrolled in further education within one year of graduation. Graduate follow-up studies among community colleges are common across the country but there is no nationwide standardized process so mythological differences exist. Statewide enrollment or continuing education figures from similar studies covering 2001 graduates in Texas (90 percent) and Wisconsin (90 percent) shows that Illinois' employment and continuing education results (91.3 percent) among 2001 graduates are competitive with outcomes in those states.

Community colleges offer specialized education and training programs in a wide variety of academic and occupational areas. College level program graduate trends appear in the following paragraphs. There has been an overall increase of 12.8 percent for all graduates over the past five years. Short-term, the overall number of completers rose 1.4 percent from 2001 to 2002. Broad categories are used in the analysis to provide an overview of trends. Detailed analyses for specific programs appear in occupational follow-up and program review reports.

Cluster	Number of 2002 Graduates	Short Term 1 Year Trend	Long Term 5 Year Trend
Pre-baccalaureate-transfer	12,676	-0.9 %	-4.6 %
Education	896	-0.7 %	27.3 %
Agriculture	733	14.4 %	19.8 %
Business	6,031	9.4 %	33.9 %
Engineering Related	1,171	15.9 %	3.0 %
Health Sciences	8,272	1.2 %	21.4 %
Public and Protective Services	957	-9.5 %	-22.8 %
Trade and Industrial	4,475	9.0 %	59.5 %
All Other Programs Combined	3,735	3.1 %	15.7 %

Pre-baccalaureate transfer programs account for approximately one-third of all graduates over the last several years (N = 12,676 in fiscal year 2002). Health sciences account for the second largest number of graduates in 2002 (N = 8,272). Business programs contributed the third largest number of graduates (N = 6,031). Based on the percentage change, notable short term increases occurred in engineering-related and agriculture programs. Public and protective services recorded the largest single year percentage change decrease at -9.5 percent. Five-year trends showed increases in over three-quarters of the programs. Programs with at least 25 percent long term growth included trade and industrial (59.5 percent), business (33.9 percent) and education (27.3 percent).

Completions by Race/Ethnicity, Disability Status, and Gender (4C1)

The completions by race/ ethnicity, disability status, and gender indicators are included as a measure of the success of Illinois higher education in graduating students from underrepresented groups.

Population	Number of 2002 Graduates	Short Term 1 Year Percent Change	Long Term 5 Year Percent Change
Individuals with Disabilities	854	25.8 %	21.1 %
Minorities Combined	10,895	7.7 %	27.4 %
Asian	1,800	-8.7 %	23.0 %
Black	5,546	-9.8 %	24.3 %
Hispanic	3,119	13.7 %	40.8 %
American Indian	138	0.4 %	11.3 %
Nonresident Alien	142	8.4 %	0.0 %
White	28,051	3.2 %	8.0 %
Female	22,838	2.0 %	7.7%
Male	16,198	0.5 %	20.8%

Across the Illinois Community College System, just over 850 individuals with disabilities graduated in fiscal year 2002 which represents approximately 2.2 percent of all graduates. Statewide the number of students with disabilities who graduated in fiscal year 2002 increased by 25.8 percent compared to the previous year (N = 679 in 2001; N = 854 in 2002). Longer term the statewide total increased by 21.1 percent.

More than one quarter (28.0 percent) of fiscal year 2002 certificate and associate degree graduates identified themselves as being members of a minority group (Non-White). Annual Enrollment and Completion (A1) submission data for Illinois community colleges are for associate degree and certificate completers. National data are readily available for associate degree completers exclusively and show a nationwide figure of 29.0 percent minority among associate degree graduates. In Illinois, over the two-year span beginning in 2000, there was a substantial increase of 22.4 percent in minority student completions. Shorter term, from 2001 to 2002 the overall number of minority graduates decreased 7.7 percent.

Black/African American students accounted for just over one-half of the minority graduates (50.9 percent) Looking at all graduates, approximately one in seven completers from fiscal year 2002 identified themselves as Black (N = 5,546). Although there was a decrease of 9.8 percent in the number of Black graduates from 2001 to 2002, over the five-year span beginning in 1998 there was a substantial increase of 24.3 percent. Trends were similar among the third largest group of minority graduates as Asian completers had a short term decrease of 8.7 percent (N = 1,800 in fiscal year 2002) and a five-year increase of 23.0 percent

Hispanic graduates were the second largest group of minority graduates and accounted for a substantial portion of the overall minority completer growth based on both the one and five-year time frames. Short term, Hispanic graduates increased 13.7 percent from fiscal year 2001 to fiscal year 2002. The number of Hispanic graduates increased by 40.8 percent from fiscal year 1998 to fiscal year 2002.

Less than one half of 1 percent (0.4 percent) of graduates from fiscal year 2002 identified themselves as American Indians. Although the number of American Indian graduates from 2001 to 2002 was relatively unchanged, over the five-year span beginning in 1998 there was an increase of 11.3 percent as the number of American Indian completers increased from 124 in fiscal year 1998 to 138 in 2002. From fiscal years 1998 through 2002, Nonresident Alien graduates accounted for between 0.3 to 0.4 percent of the total completer population. For Nonresident Alien graduates, there was an increase of 8.4 percent from fiscal year 2001 to fiscal year 2002 as the number of completers increased by 131 to 142. The number of Nonresident Alien graduates was identical (N = 142) in fiscal years 1998 and 2002.

Seventy-two percent of the graduates from **fiscal year 2002** identified themselves as **white (N = 28,051)**. This is similar to the national figure of 71.0 percent in 2001 (http://nces.ed.gov/pubs2003/digest02/tables/dt262.asp). In Illinois there was an increase of 3.2 percent in white graduates between fiscal years 2001 to 2002 (N = 869). The number of white graduates increased by eight percent from fiscal years 1998 to 2002.

In fiscal year 2002, there were 22,838 female completers statewide in the Illinois Community College System. Historically, most community college completers have been female. Overall, approximately six out of ten graduates were female in each of the last several years. This proportion is similar to the national proportion of 57.9 percent of certificate and associate degree completers from 2001. The number of female graduates increased slightly in each of the last three years with 2002 registering the highest number of female completers. The rate of increase slowed in 2002 as the number of female graduates increased by 2.0 percent between 2001 and 2002 compared to 8.7 percent growth over a two-year period and 7.7 percent over a five-year period. There were 16,108 male completers in fiscal year 2002. As with females, male completers were barely up between 2001 and 2002 (0.5 percent). A retrospective two- and five-year look shows that both the rate of growth and the actual number of completers was larger among males (16.8 percent for two-year period; 20.8 percent for the five-year period).

Cost of Instruction per Credit Hour by Student Level as a Percent of Sector Average by Student Level (6C1)

The net instructional unit cost includes direct and indirect costs for instruction (salaries, direct departmental costs, direct instructional equipment costs, allocated/indirect costs and operation and maintenance cost). Statewide, the one-year rate of increase in instructional unit cost between 2001 to 2002 was 2.0 percent. In Illinois, the most recent systemwide net instructional unit cost data exhibit a diminished rate of increase. The Higher Education Price Index (HEPI) for overall operations increased an estimated 1.8 percent during the same timeframe. HEPI measures change in the prices that colleges and universities pay for a fixed group of goods and services including professional and non-professional salaries, benefits and wages, contractual services, supplies and materials, equipment, library acquisitions, and utilities. In Illinois, during the two-year period from fiscal year 2000 to 2002 there was an increase of 5.8 percent (versus 6.6 percent for HEPI). Long term, the state average for cost of instruction per credit hour increased 15.4 percent from fiscal year 1998 ($171.76) to 2002 ($198.13). The HEPI for overall operations increased 16.6 percent during the same five year period (includes 2002 estimate). Hence, instructional unit cost increases were similar to inflation as calculated in HEPI for the most recent data and less than inflation longer term (two and five years.)

Indirect Instructional Support Cost per Credit Hour as a Percent of Sector Average (6C2)

Indirect instructional support costs included are academic support, student services, general instructional services, academic administration and planning (above the departmental level) and subsidies for auxiliary services. Self-supporting or profit generating auxiliary service costs are not included here. Statewide, the one-year rate of increase in from 2001 to 2002 was 3.3 percent. During the same time period the average increase in indirect instructional support costs was $2.96. During the two-year period from fiscal year 2000 to 2002 there was a decrease of -11.6 percent ($103.70 to $91.65). Longer term, the systemwide average for indirect instructional support cost per credit hour increased 21.1 percent from fiscal year 1998 ($75.66) to 2002 ($91.65). During the same time period, the Higher Education Price Index (HEPI) for overall operations increased an estimated 1.8 percent for one year, 6.6 percent for two years, and 16.6 percent over five years. As open door institutions, community colleges welcome individuals possessing a variety of skill levels and must make a commitment to provide students with the academic and support services needed for student success.

Proportion of First-time , Full-time Freshmen Who Complete Their Degree within 150% of Catalog Time, or are Still Enrolled or Transferred

This indicator is a measure of student success based on a nationally recognized methodology developed by the United States Department of Education's Integrated Postsecondary Data Systems (IPEDS). For community colleges a cohort of full-time, first-time college level freshmen is tracked for three years. Available data systems were able to track successful advancement outcomes for nearly two-thirds of the most recent cohort. Of the 26,709 Fall 1999 cohort of full-time, entering freshmen, 61.9 percent graduated, transferred, or were still enrolled by summer 2002. During the past two fiscal years the statewide average successful advancement rate has increased from 60.2 to 61.8 to 61.9 percent -- an increase of 2.7 percent. Comparing the 1999 with the 1995 cohort there was a slight drop of 0.3 percent in the successful student advancement rate.

Community colleges choose a variety of mission-specific measures to include in their reports. Mission-specific indicators provide colleges with an opportunity to highlight selected aspects of their roles within the overall context of higher education. Items that were frequently identified by colleges are briefly reviewed below.

Information pertaining to several mission-specific indicators were provided by college officials. During fiscal year 2002, Illinois community colleges served a total of 5,229 businesses through their Business and Industry Centers which is up nearly 50 percent from the total of 3,497 businesses served in fiscal year 2000. During fiscal year 2002, Illinois community colleges served a total of 103,726 individuals through their Business and Industry Centers, down 18.7 percent from the total of 127,650 individuals served in fiscal year 2000.

During fiscal year 2004, average annual tuition and basic fee costs for a full-time, in-district Illinois community college student was $1,736, up 6.7 percent over the two-year period from fiscal year 2002. Early national estimate data for fiscal year 2004 by the American Association of Community Colleges (AACS) survey shows $1,560 as the average in-district, in-state annual tuition and fees for a full-time community college student. Based on early AACS estimates, fiscal year 2004 average community college tuition and basic fees in Illinois are approximately 11 percent above the national average for community colleges. The rate of tuition increase is substantially higher at the national level (6.2 percent in Illinois versus 11.5 percent nationally). According to Illinois Board of Higher Education data, Illinois public university annual undergraduate average tuition and fees averaged $5,084 in fiscal year2003 and $5,703 in fiscal year 2004 for a one-year increase of 12.2 percent. For fiscal year-2004, average in-district community college tuition and fees are less than one-third of the average public university tuition and fees. Tuition and fees in the Illinois Community College System are affordable and college staff are available to help individuals acquire financial aid that they qualify to receive.

Pell Grants are designed to serve as the foundation for student aid for low-income undergraduates on top of which further aid can be layered. Students who receive Pell Grants have documented a substantial need with relatively few available financial resources. During fiscal year 2002, a total of 65,043 students who were enrolled in Illinois community colleges received Pell Grants.

During fiscal year 2002, a total of 9,698 students self identified as being disabled in Illinois community colleges, which is approximately 1.4 percent of the total community college population served through credit coursework. Nationally, an estimated 9.1 percent of undergraduates had some form of disability in fiscal year 2000. In Illinois, over a two-year span there was an increase of approximately 11.5 percent beginning in fiscal year 2000, when 8,694 students identified themselves as being disabled. In Illinois there is room for improvement in data collection on students with disabilities. Further efforts to serve students with disabilities are encouraged.

In fiscal year 2002 over one-third of the students served by community colleges (36.4 percent) were members of a minority group which is similar to the national average of 33.0 percent for undergraduates in 1999 - 2000. Statewide female students accounted for 55.4 percent of all students. In fall 2000 nationwide, 57.2 percent of two-year public students were female.

During fiscal year 2002, an average of 14.1 percent of students enrolled in Illinois community colleges were enrolled in developmental coursework. Nationwide, according to the National

Postsecondary Student Aid Study, 23.2 percent of the students enrolled in two-year public institutions took at least one developmental course in fiscal year 2000.

The methodology used to calculate transfer rates for this measure follows the Transfer Assembly approach where cohorts of entering students with no prior college experience who completed 12 or more credits at the community college are tracked for four years and the number who successfully transfer is identified. Over the last several years, national results have varied between 21.5 and 25.2 percent. In Illinois, the statewide transfer rates for cohorts of community college entering students were similar for fiscal years 2001 (22.1 percent) and 2002 (22.7 percent). Results in Illinois are comparable with recent national Transfer Assembly results. The rates would be higher if information from additional colleges and universities were readily available. The rates could also be expected to increase if the timeframe were expanded.

During fiscal year 2003, an average of 96.5 percent of all Illinois Community College System faculty held Master's level or higher degrees. One hundred percent of many colleges' baccalaureate-transfer faculty held Master's level or higher degrees. Nationwide the most recent available data from the *Digest of Education Statistics, 2002* are for full-time faculty teaching across all programs at community colleges and show 81.7 percent possessing a Master's degree or above (Fall, 1998).

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In this year's Results Submission, college officials were asked to report on progress being made in goal setting on the common institutional measures. Illinois community colleges have structures in place devoted to establishing both short-term/operational and long-term/strategic goals. Existing college planning initiatives or new ones are being used to review the common measures related to the six *Illinois Commitment* Goals and seven pledges of the *Promise for Illinois* and establish corresponding goals. Colleges have processes and procedures in place for monitoring progress toward, and implementing initiatives to achieve their local goals and priorities. Some colleges participate in the North Central Association's Academic Quality Improvement Program (AQIP), which is a quality-based, continuous improvement reaccreditation model used by the North Central Association. Other colleges already have their own formal "Continuous Improvement Plans" into which state level goals and pledges generally fit very well. Other approaches also exist. An appendix table provides an overview of goal setting strategies at the colleges. In this year's Results and Accountability Submission, college officials were asked to report on progress being made in goal

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Results from a recent Economic Impact Study conducted by the economists at CC Benefits, Inc. confirm that Illinois community colleges provide solid returns to businesses and taxpayers.

> Business sales in the state are $24.2 billion larger, and labor income is $9.9 billion larger due to the past and present operations of the 39 community college districts. The benefits of a more robust economy translate into job and investment opportunities, increased business revenues, greater availability of public funds, and an eased tax burden . . . The activities of the 39 community college districts encourage new business, assist existing business, and create long-term economic growth. The colleges enhance worker skills and provide customized training to businesses and industries. It is estimated that the present-day Illinois workforce embodies over 124.1 million credit and non-credit hours of past and present college training. . . .
>
> Taxpayer support for the community colleges in fiscal 2001 will be fully recovered in 9.1 years, in the form of higher tax receipts (from increased student wages) and avoided costs (e.g., from reduced public expenditures on incarceration). Accounting for increased tax receipts and avoided costs; the state taxpayers will see a rate of return of 13.8% on their fiscal 2001 support for the community colleges. Christophersen, K. A. & Robison, M. H. (September, 2002). Fact Sheet: Economic Impact of Illinois' 39 Community College Districts

Illinois' business community and tax base benefit from the skilled workforce that community colleges provide.

> The ultimate purpose of assessment of student outcomes is to improve teaching, learning, and delivery of services to students. Assessment is increasingly linked to accreditation, accountability, and performance funding in higher education. While similar to four-institutions, assessment of student outcomes in community colleges reflects the greater diversity of the student body and the broader educational mission of these institutions. Bers T. R. and Calhoun H.D. (Spring 2002) "Next Steps for the Community College."

Local and state community college system representatives actively participated in the design and development of the Performance Indicators for Higher Education project. Having been through the

initial submission of the redesigned process has sparked further interest in seeking ways to fine tune and streamline Results Report and Performance Indicators Reporting with the aim of allowing additional time, effort and emphasis to be placed on program improvement at the campus level.

APPENDIX

Overview of Activities and Processts for Establishing Common Measure Goals

Black Hawk	A recently created full-time Director of Planning and Institutional Effectiveness position will continue and expand college benchmarking and quality assurance programs and processes.
Chicago Daley	The Administrative Team and the Institutional Effectiveness Committee participate are in the process of goal-setting.
Chicago Kennedy-King	Has linked an annual planning cycle to the District Strategic Financial Plan and reviewed at mid-year and end-of-year.
Chicago Malcolm X	Has developed an Annual Education Plan in line with a 3-year Strategic Plan reflecting the six Illinois Commitment Goals and is in the process of creating a formal continuing committee to monitor the plan.
Chicago Olive-Harvey	The basic framework used for current planning and evaluation projects will be followed under the leadership of a new president.
Chicago Truman	Utilizes a Comprehensive Planning Model Timeline Spiral & CCC Strategic Goals-Illinois Commitment Goals Matrix to direct strategic planning and goal setting processes.
Chicago Washington	The Strategic Planning Committee will review and discuss the goal-setting process and incorporate Illinois Commitment Goals into existing Fiscal Year Goals and corresponding Annual Plans.
Chicago Wright	During fiscal year 2004 college officials will establish a formal process to identify goals related to the common indicators.
Danville	Utilizes a Continuous Quality Improvement (CQI) process & annual planning sessions.
DuPage	Participates in the North Central Association of Colleges and Schools Academic Quality Improvement Program (AQIP).
Elgin	Has developed a Self Assessment & Strategic Planning Process 4 year plan.
Harper	Is establishing a task force for each Illinois Commitment Goal.
Heartland	Quality Council will review common & mission specific indicators and develop goals for indicators reported in 2003 Results Report.
Highland	Developed a comprehensive 5-year strategic plan around 6 areas.
IL Central	Developed a proprietary process entitled "Blueprint for the Future" focusing on 8 priorities.
IL Eastern	Conducts a systematic, ongoing college- & district-wide process.

IL Valley	Participates in the NCA - AQIP.
Joliet	Has a five-year (2002-2007) strategic plan covering 5 quality areas and participates in the NCA - AQIP.
Kankakee	Participates in the NCA - AQIP.
Kaskaskia	Board of Directors adopted a five-year strategic plan & annual institutional plan in 11/01.
Kishwaukee	Has formed a taskforce to identify mission specific indicators to report in fiscal year03 & continue in fiscal year04 with a fully developed set of goals to establish for each Common Institutional Indicator.
Lake Co.	Asst. VP for Inst. Effectiveness, Planning & Research will oversee the strategic planning process.
Lake Land	Has utilized a Strategic Planning Steering Committee since 1989 and has posted the strategic plan on the College's web site.
Lewis & Clark	Utilizes a 4 Key Elements of Continuous Improvement Planning (CIP) diagram to help direct the strategic planning process.
Lincoln Land	An all-inclusive process resulted in the development of 5 specific goals/plans for fiscal year04.
Logan	President's Council has been responsible for strategic planning since it was formed in 1981 & has developed a 2 year Operational plan with a 5 year Vision using SWOT analysis.
McHenry	Is in the beginning stages of developing a strategic planning and goal setting process.
Moraine Valley	Has developed specific goals for each Illinois Commitment Goal to be achieved during fiscal year04 - 09.
Morton	President appoints members to a Strategic Planning Team umbrella committee charged with evaluating, assessing & strategically planning for the college, as well as creating sub-committees to focus on specific Illinois Commitment Goals.
Oakton	The Strategic Planning Committee developed 8 goals for 2003 - 2008.
Parkland	Campus-wide Institutional Effectiveness Committee utilizes a proprietary strategic/operational planning process focusing on Strengths, Weaknesses, Opportunities & Threats (SWOT) analysis.
Prairie State	Hired a consultant to integrate goal setting w/ strategic planning development & implementation processes.
Rend Lake	Conducts a yearly department internal evaluation using a standardized form, which is then reviewed by President's Cabinet.

Richland	Initiated a new process in fiscal year03 that is focused on 3 main goals.
Rock Valley	Developed a Strategic Master Planning process in which core indicators for a Balanced Scorecard have been identified.
Sandburg	An administrative team has reviewed the statewide goals criteria & mission specific indicators & will begin the process of setting appropriate goals in the coming months.
Sauk Valley	The strategic planning process is currently being reviewed by President's Cabinet.
Shawnee	Utilizes a strategic planning model encouraging involvement of all college departments & divisions.
Southeastern	Currently has an informal process & implementing a formal process in which Core Indicator Groups will assess past & current performance & then set future goals to be reviewed by the Administrative Cabinet.
Southwestern	The Strategic Planning Council has developed a process timeline.
Spoon River	Strategic Planning Council reviews, revises & evaluates strategic plan on a regular basis, incorporating common institutional indicators into plan.
Triton	VP of Academic Affairs & Student Services is forming a task force to address Common Indicators through 3-year Institutional Planning Process (IP3) & timeline.
Waubonsee	Has built the Illinois Commitment Goal Common Institutional Indicators into an already established annual goal-setting process & presented the results to the Board of Trustees in an Institutional Effectiveness Measures (IEM) Annual Report.
Wood	Strategic Planning Council is updating old strategic plan, identifying 6 goals w/ objectives & tactics designed to fulfill them.

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